Mridang

Textbook of English for Class 2

© NCERT not to be republished

0223

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Reprint 2026-27

0223 – MRIDANG
Textbook for Class II

ISBN 978-93-5292-434-9

First Edition
May 2023 Jyeshtha 1945

Reprinted
March 2024 Chaitra 1946
March 2025 Phalguna 1946
February 2026 Phalguna 1947

PD 160T BS

© ***National Council of Educational Research and Training, 2023***

₹ 65.00

Printed on 80 GSM paper with NCERT watermark

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at Options Printofast, A-33/24, Site IV, Sahibabad Industrial Area, Ghaziabad–201010

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page, Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 **Phone : 011-26562708**

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bangaluru 560 085 **Phone : 080-26725740**

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014 **Phone : 079-27541446**

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 **Phone : 033-25530454**

CWC Complex
Maligaon
Guwahati 781 021 **Phone : 0361-2674869**

Publication Team

Head, Publication Division : *M.V. Srinivasan*

Chief Editor : *Bijnan Sutar*

Chief Business Manager : *Amitabh Kumar*

Chief Production Officer (In charge) : *Deepak Jaiswal*

Assistant Production Officer : *Deepak Kumar*

© NCERT not to be republished

Foreword

India has a rich tradition of nurturing the holistic development of children during their most formative years. These traditions provide for complementary roles for the immediate family, the extended family, the community, and formal institutions of care and learning. In addressing the first eight years of a child's life, this holistic approach — which includes the cultivation of *sanskar* which are passed on from generation to generation — has a critical and positive lifelong influence on every aspect of a child's growth, health, behaviour, and cognitive capabilities in the later years.

Considering the importance of the early years in a child's lifelong development, the National Education Policy 2020 (NEP 2020) envisioned a 5+3+3+4 curricular and pedagogical structure as providing a much needed focus on formal education and childcare in the country during the first five years corresponding to ages 3-8, naming it the Foundational Stage. Classes 1 and 2 form an integral part of this Foundational Stage, continuing from the ages of 3-6 years, in which a child's holistic growth is taken care of in *Balvatika*. An individual's lifelong learning, social and emotional behaviour, and overall health depend deeply upon the experiences gained during this critical Foundational Stage.

The Policy thus recommended developing a National Curriculum Framework specifically for this Stage, which would comprehensively guide the whole education system toward providing high-quality education in children's early years, thereby carrying this momentum forward to the other later stages of school education. Based on the principles and objectives enunciated under NEP 2020 — as well as on research from a range of disciplines (including neuroscience and early childhood education), on experiences and accumulated knowledge from the ground, and on the aspirations and goals of our Nation — the National Curriculum Framework for Foundational Stage (NCF-FS) was developed and released on 22 October 2022. Subsequently, textbooks have been developed to bring to life the curricular approach of the NCF-FS. The textbooks attempt to connect to the children's real life by recognising their learning in the classroom and the significant learning resources in the family and the community.

The approach in the NCF-FS is also resonant with the *Panchkoshiya Vikas* (the development of the five sheaths of human personality) as elucidated in the *Taittiriya Upanishad*. The NCF-FS enunciates the five domains of learning, i.e., physical and motor; socio-emotional; cognitive; language and literacy; and cultural and aesthetic, which map to the Indian tradition of *Panchkosh* consisting of five *kosh* viz. *Annamaya*, *Pranmaya*, *Manomaya*, *Vijnanmaya* and *Anandmaya*. Besides, it also focuses on integrating a child's experiences at home with the knowledge, skills, and attitudes that would be developed within the school's precinct.

© NCERT not to be republished

The NCF-FS, which covers Classes 1 and 2, also articulates a play-based approach to learning. According to this approach, books form an essential part of the learning process; however, it is also important to understand that books are only one among many pedagogical tools and methods, including activities, toys, games, conversation, discussion, and more. This marks a departure from the prevailing system of merely learning from books to a more congenial play-way and competency-based learning system, where children's engagement with what they do and learn becomes critical. Thus, the book in hand must be seen as an instrument to promote a play-based pedagogical approach in its entirety for this age group of children.

The present textbook attempts to provide competency-based content in a simple, interesting, and engaging manner. The endeavour has been to make it inclusive and progressive by breaking several stereotypes through the presentation of text and illustrations. The child's local context, which includes traditions, culture, language usage, and rootedness in India and is central to students' holistic development, has been reflected in the books. An effort has been made to make it engaging and joyful for the child. The book integrates art and craft to help children appreciate the aesthetic sense inherent in such activities. The textbook provides children with situational awareness to understand the underlying concepts relating to them in their own contexts. Though light in terms of content, this textbook is rich in substance, providing varied experiences and integrating play-way methods of learning through toys, games, and a variety of other activities. It includes questions that will help children develop critical thinking and problem-solving abilities. Besides, the textbook has rich subject matter and activities to help children develop the necessary sensitivity towards our environment. It also provides ample scope for our States/UTs to add/adapt content with local perspectives in the versions that they may develop as per the recommendations of NEP 2020.

NCERT appreciates the hard work done by the committee set up to develop the syllabus and learning-teaching material for the foundational stage. I thank the Chairperson of this committee, Professor Shashikala Wanjari, and all other members for completing this task in time and in such an admirable way. I am also thankful to all the institutions and organisations which have generously extended their help and assistance in making this possible. I am especially thankful to Dr. K. Kasturirangan, Chairperson of the National Steering Committee, and its other members, including those of the Mandate Group, its Chairperson Professor Manjul Bhargava, and members of the Review Committee, for their timely and valuable suggestions.

As an organisation committed to reforming school education in Bharat and continuously improving the quality of all learning and teaching material that it develops, NCERT looks forward to critical comments and suggestions from all its stakeholders to further improve upon this textbook.

Professor Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

27 January 2023
New Delhi

© NCERT not to be republished

About the Book

Language is not only a medium of communication but also a vehicle for the continuous development of human beings. As per the National Education Policy 2020, language plays an important role in promoting national development and contributes to the development of a just society. This policy has given much importance to the development of language and literacy in the education of children as these create a foundation for the learning of other subjects. NEP 2020 focusses on developing the skills of learning to learn, problem-solving, logical reasoning, critical thinking and creative thinking along with language development at the Foundational Stage.

In consonance with the approach advocated by the National Curriculum Framework (NCF) 2022 and for Language Education and Literacy at the Foundational Stage, children learn concepts rapidly in their home language. Therefore, the primary medium of instruction would optimally be the child's home language, mother tongue or familiar language. Hence, here English is considered as second language (L2). Accordingly a communication-focused approach has been adopted in the English textbooks. The aim of this book is to enable the child to develop strong oral language skills (adequate vocabulary and oral expression skills) by the end of Foundational Stage. In addition to oral language development, written language is also being introduced to the learner in a gradual and sequential way. The textbook takes into consideration the curricular goals, competencies and learning outcomes mentioned in the NCF-FS 2022 and the syllabus developed for the Foundational Stage.

Children learn through observation, imitation and collaboration. They also learn through concrete experiences, using their senses and acting upon the environment; this has been kept in mind while developing the textbook. The content included in this book is drawn from the experiences of children and is suitable for their developmental needs as it provides ample opportunities for imagination, storytelling, art, music and play. The content is also supported with art-integrated and cross-curricular based activities which makes learning fun for the child as well as reflects the life of and around the learner. Both prose and poetry are centered around the themes of self and society, toys and games, health and hygiene, cleanliness, environment, travel, culture,

© NCERT not to be republished

national identity and patriotism and the values pertaining to Global Citizenship Education (GCED). Further, the textbooks also encourage the teachers to go beyond the content and use a variety of relevant learning–teaching material depending on the context and the cognitive appropriateness of their learners.

Illustrations are of primary importance and more so in a second language textbook, they are not mere add-ons to the textbooks, but are integral to it. Plenty of picture-stories as well as colourful and relevant illustrations support all the texts throughout the book to augment their comprehension. In addition to that, illustrations also provoke the learner's critical thinking.

The contents selected for learners are meaningful, engaging and provides scope for further discussion. Sight words are a crucial part of each poem and story to help the children with building their vocabulary. In Class 2, although instructed writing and shared writing constitutes a major part, independent writing has also been introduced.

An effort is made to present language-learning as a holistic process of thinking, listening, observing, speaking, reading, imagining and writing. So, a reading activity may be followed by a drawing task or an oral discussion or could be preceded by a discussion on a picture and so on. A variety of activities, tasks, songs, poems and stories help the learner comprehend and practice the concepts. These are done through various sections, like 'Let us Sing', 'Let us speak', 'Let us Read', 'Let us Draw', 'Let us Say' and 'Let us Write'. This not only helps the learner in the process of language acquisition but also builds up their confidence level.

The curricular goals (CG-as mentioned in NCF-FS) have been addressed in the textbook. CG 9.1 'listens to and appreciates simple songs, rhymes and poems' finds ample reflection in the action songs and engaging short poems given at the beginning of every chapter. Young learners are encouraged to think of rhyming words, which addresses CG 9.2. Words related to familiar objects and events from day-to-day life are found in all the lessons in this textbook. This is related to CG 9.7— 'knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary'. Further, there are exercises provided for young learners to engage in meaningful conversation, which is very important in L2. CG 9.3 rightly addresses 'converses fluently and can hold a meaningful conversation'.

One of the highlights of the book is the focus on communication in each lesson/chapter/theme in the subsection titled 'Let us speak'. The objective of the activities is to encourage conversation and develop the child's confidence in speaking in English, so that the child will move progressively towards independent engagement with English language.

Activities such as 'Colour the hut' are examples of a series of instructions that the child needs to understand to complete a given task, as indicated in CG 9.4. Interesting stories in simple language

© NCERT not to be republished

are provided in the textbook in accordance with CG 9.5 and CG 9.6 which covers comprehension and narration of stories and identification of characters. A lot of exercises related to phonological awareness have been introduced at regular intervals throughout the book, to address CG 11.1. Phonological awareness is the ability to discriminate between similar sounding words. Since a child who is phonologically aware is more likely to become a successful reader, it was important to find ways of developing this awareness through tasks given in the textbook. Most importantly, children are encouraged to have fun and play with words.

One of the major recommendations of NCF-FS 2022 is the inclusion of knowledge of India. Indian values and traditions have been presented to the learner in an easily comprehensible and acceptable way. This has been achieved through aptly placed illustrations with Indian local games and Indianised form of Cricket i.e. bat-ball in 'Out! Out!', and with the simple yet meaningful portrayal of regional diversity in 'We are all Indians'. 'Little Drops of Water', a short yet an important poem is reflective of the Indian value of cooperation and peaceful co-existence.

In Unit 1 titled 'Fun With Friends', children get a glimpse of having fun by oneself in 'My Bicycle' and the joy of playing a variety of games like Bat-ball, *gilli-danda* with friends during holidays

In Unit 2 titled 'Welcome to My World' young learners are exposed to a variety of verbs through the actions they do in 'It's Fun' whereas 'Seeing without Seeing' sensitises them towards differently abled people. It also introduces the idea of belonging to home and beyond in 'This is My Town'.

Unit 3 titled 'Going Places' focuses on the concept of travel and modes of transport— the journey of reaching school from the perspective of a young learner.

Unit 4 'Life Around Us' brings forth the skill of observation, imagination and perception in the poem 'A Show of Clouds'. It also includes a story of a fly that has forgotten its name.

The poem "The Crow" brings out the concepts of self-esteem and the idea of self in a subtle way. Hygiene and cleanliness is the central idea of the story "The Smart Monkey" which brings into discussion the necessity of taking care of oneself and of the surroundings. Chapter 8 focuses on regional and National identity, patriotism and togetherness. The chapter aligns with the Indian ethos of 'Unity in Diversity'. The chapter ends with a short play on 'Charkha' and its association with Mahatma Gandhi.

Multilingualism has been interwoven into the tasks and activities with specific guidelines to the teacher, wherever required. This facilitates the learner to move progressively from the home language to English. It also helps to shift from teacher-driven classroom to learner-centric classroom.

© NCERT not to be republished

Reprint 2026-27

This book aids in the holistic development of the learner. The chapters aim at stimulating development of socio-emotional domain of children, through poems and narratives related to their family, neighbourhood and community.

Language and literacy, physical, socio-emotional, aesthetic and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of *Annamaya, Pranamaya, Manomaya*, and *Vignyanmaya kosha* is an ongoing process which leads to the manifestation of *Anandmaya kosha*. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teacher may also use the matter embedded in the QR code. Further, as suggested in 'Note to the teacher' sections given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool, learning needs many resources.

This textbook is not the only source of learning, children learn much more while observing the environment around them, talking to peers and elders including grandparents, making things of their interest, watching TV, playing with mobile, toys and games, listening stories, poems, doing projects, visiting places of cultural importance and travelling. Therefore, we, as teachers or parents, need to value this learning which goes beyond the textbook and try to map it with the competencies and curricular goals identified for this stage. Education of our children is seen as our collective responsibility.

© NCERT not to be republished

Reprint 2026-27

Development Team

Advisor

Dinesh Prasad Saklani, *Director*, NCERT, New Delhi

Guidance

Shashikala Wanjari, *Professor (Retd.)* and Former VC, SNDT Women's University, Mumbai (Chairperson, Syllabus and Learning-Teaching Material Development Committee)

Suniti Sanwal, *Professor* and *Head*, Department of Elementary Education, NCERT, New Delhi (Member Convenor, Syllabus and Learning-Teaching Material Development Committee)

Contributor

R. Savitha, *Coordinator*, Samvit Research Foundation, Bengaluru

Reviewers

Manjul Bhargava, *Member*, National Steering Committee and *Chairperson,* Mandate Group

Gajanan Londhe, *Director*, Samvit Research Foundation, Bengaluru

Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies and Development, NCERT, New Delhi

Jyotsna Tiwari, *Professor* and *Head*, Department of Gender Studies and Department of Education in Arts and Aesthetics, NCERT, New Delhi

K.V. Sridevi, *Assistant Professor*, Department of Curriculum Studies and Development, NCERT, New Delhi

Academic Coordinator

Varada Mohan Nikalje, *Professor*, Department of Elementary Education, NCERT, New Delhi

© NCERT not to be republished

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Acknowledgements

The text 'We are all Indians' is inspired by *We Indians* published by the National Book Trust (NBT) which the Council gratefully acknowledges. The lesson 'Out! Out!' has been taken from the graded reading series *Barkha* published by NCERT.

The Council also acknowledges the efforts of Soumma Chandra, *Editor* (Contractual), Publication Division, NCERT, for editing the handbook. The Council is thankful to Pawan Kumar Barriar, *In charge*, DTP Cell, Publication Division, NCERT; DTP Operators (Contractual) Upasana, Publication Division; Kishore Singhal, Rohit Kumar, Department of Elementary Education, NCERT, for giving this document its final shape.

The Council is grateful to Akil Mohammad, Kadeem Ahmed *Illustrators* (Aries Designing Studio); Henu Mehtani, Sanya Jain, and Joel Gill, *Artists*; and Neelu and Amandeep Singh, artists and graphic designers of CIET for providing the illustrations for the textbook; Bharatheesha P., *Graphic Designer*, Rashtrotthana Parishat, Bengaluru, and Joel Gill for creating the layout of the textbook. The efforts of Kalpana Manwal, *SRA* (Contractual), Vidhi Joon, *JPF* (Contractual), Shivangi Lohumi, *JPF* (Contractual), Onshangla Zimik, *JPF* (Contractual), Department of Elementary Education, NCERT, Ilma Nasir, *Editor* (Contractual), and Chanchal Chauhan, *Assistant Editor* (Contractual) are appreciated for providing support in the development of the textbook.

© NCERT not to be republished

© NCERT not to be republished

Contents

Foreword *iii*
About the Book *v*

1. Fun with Friends
My Bicycle 1
Picture Reading 8

2. Welcome to My World
It is Fun 18
Seeing without Seeing 27

© NCERT not to be republished

3. Going Places

Come Back Soon 37
Between Home and School 42
This is My Town 48

4. Life Around Us

A Show of Clouds 54
My Name 61
The Crow 68
The Smart Monkey 76

5. Harmony

Little Drops of Water 84
We are all Indians 91

© NCERT not to be republished

Unit 1

Fun with Friends

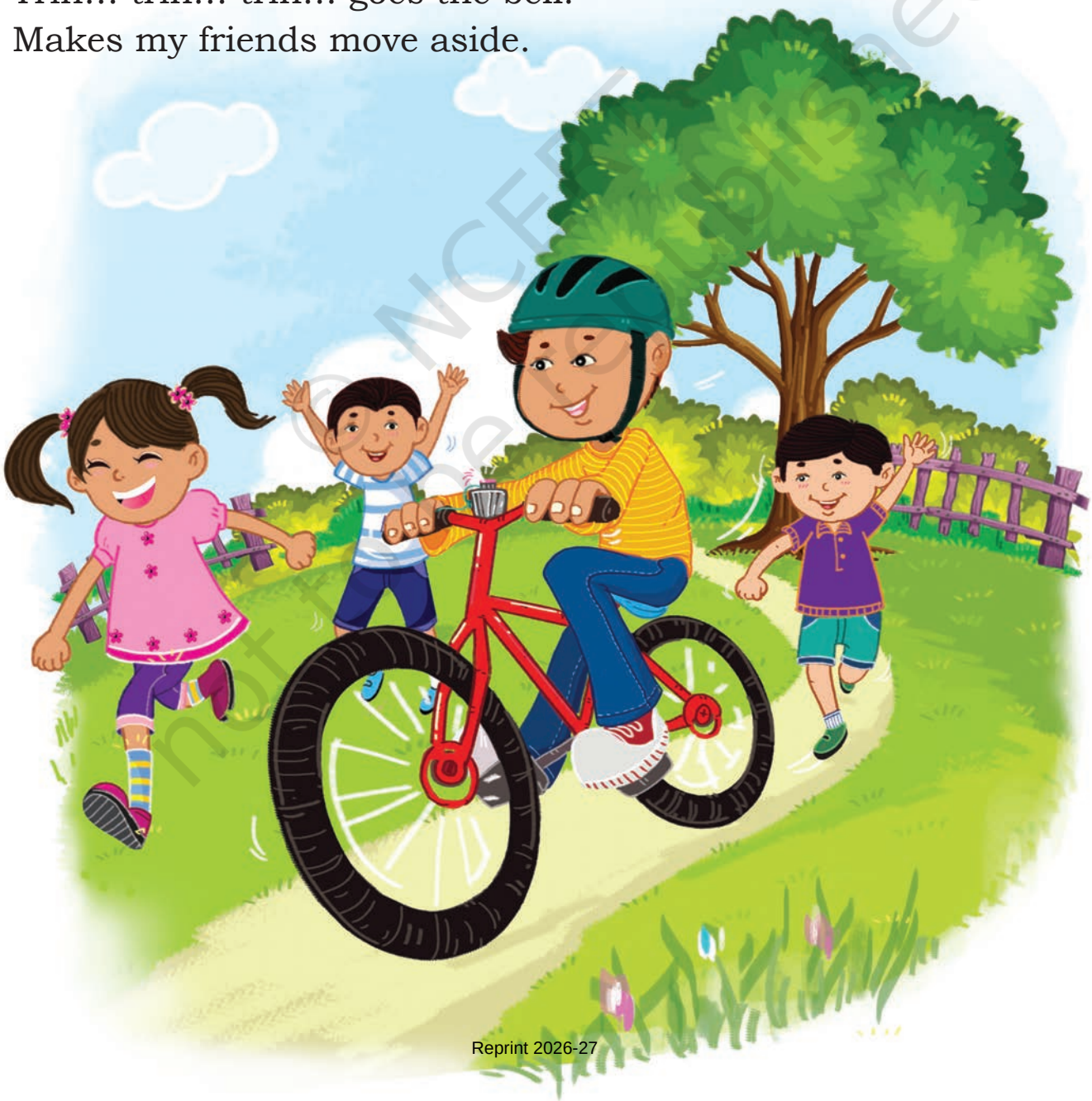
0223CH01

Chapter 1

My Bicycle

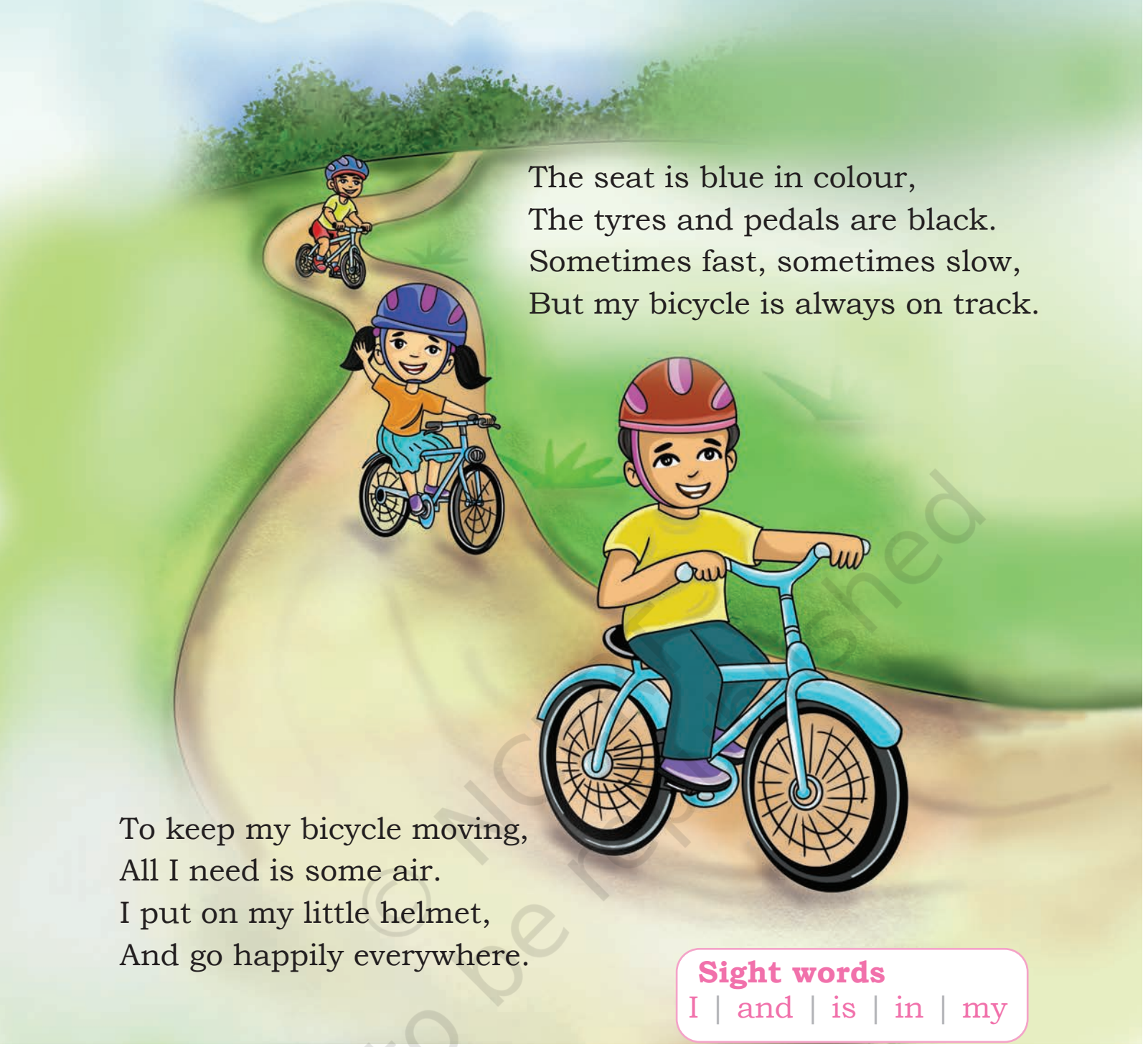
Let us recite

I have a red bicycle.
I pedal and I ride.
Trin... trin... trin... goes the bell.
Makes my friends move aside.



© NCERT not to be republished

The seat is blue in colour,
The tyres and pedals are black.
Sometimes fast, sometimes slow,
But my bicycle is always on track.



To keep my bicycle moving,
All I need is some air.
I put on my little helmet,
And go happily everywhere.

Sight words
I | and | is | in | my

New words
pedal | aside | sometimes | track | helmet | everywhere

Note to the teacher

- Ask the children to describe a bicycle they have seen.
- You may initiate a conversation about safety measures such as wearing a helmet, putting on a seat belt, etc.

Reprint 2026-27

Let us speak

A. Share with the class

1. Have you seen a bicycle?
2. Where have you seen it?
3. What colour is it?
4. Who generally rides it?
5. Have you seen a tricycle?
6. Have you seen a wheelchair?

Note to the teacher

- Interact with children to elicit responses in English.
- Some children may not have seen a tricycle. Have a picture ready to show them.
- Sensitise children to the fact that senior citizens, the injured and the disabled need to use a wheelchair.
- End on a positive note that wheels aid in movement.

© NCERT not to be republished

Let us listen

A. Listen to the sounds that your teacher has recorded on the mobile. Can you identify the sounds of different bells?

Note to the teacher

- You may download or record the sounds of various kinds of bells such as, the ringing of the school bell, bicycle bell, temple bell, etc.
- Pause after each sound to give children some time to reflect.

Reprint 2026-27

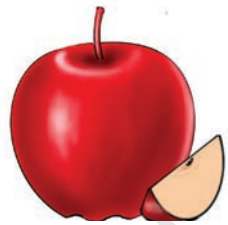
Let us speak

Read the words below each picture

1

an ant

an axe

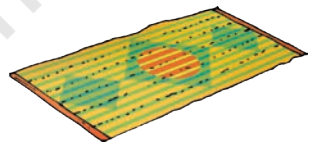


an apple

2

a rat

a cat



a mat

3

a pan

a man

a cap

© NCERT not to be republished

Note to the teacher

- This introduces young learners to the vowel sound ‘a’ as in ‘pan’.
- Help them notice that the word ‘an’ occurs before the words beginning with ‘a’ in the above table.

Reprint 2026-27

Let us write

A. Write the names of the parts of the bicycle in the given boxes. You may use the help box for selecting names.

seat | pedal | wheel | bell | handle | carrier | brake

© NCERT not to be republished

Reprint 2026-27

Let us think

A. Imagine that you have a magic bicycle. Draw it in the box.

What would you do with your magic bicycle?

Note to the teacher

- You may give children time to reflect about the idea. Initiate the talk in the class by asking few questions like — Where would you go? What would you do there? What would you see there? Help them visualise and speak their thoughts. The places may be imaginary or real.

© NCERT not to be republished

Reprint 2026-27

Let us write

A. Complete the following sentences.

1. The child in the poem has a _____ bicycle.
2. The sound of the _____ makes people move aside.
3. The _____ and _____ are black.

B. Put a ✓ for the correct sentences and a ✗ for the incorrect sentences.

1. The child has a blue bicycle.
2. The bell goes trin... trin... trin.
3. The child's bicycle is always fast.
4. The child needs some water to keep the bicycle moving.
5. The child puts on a little helmet while riding the bicycle.

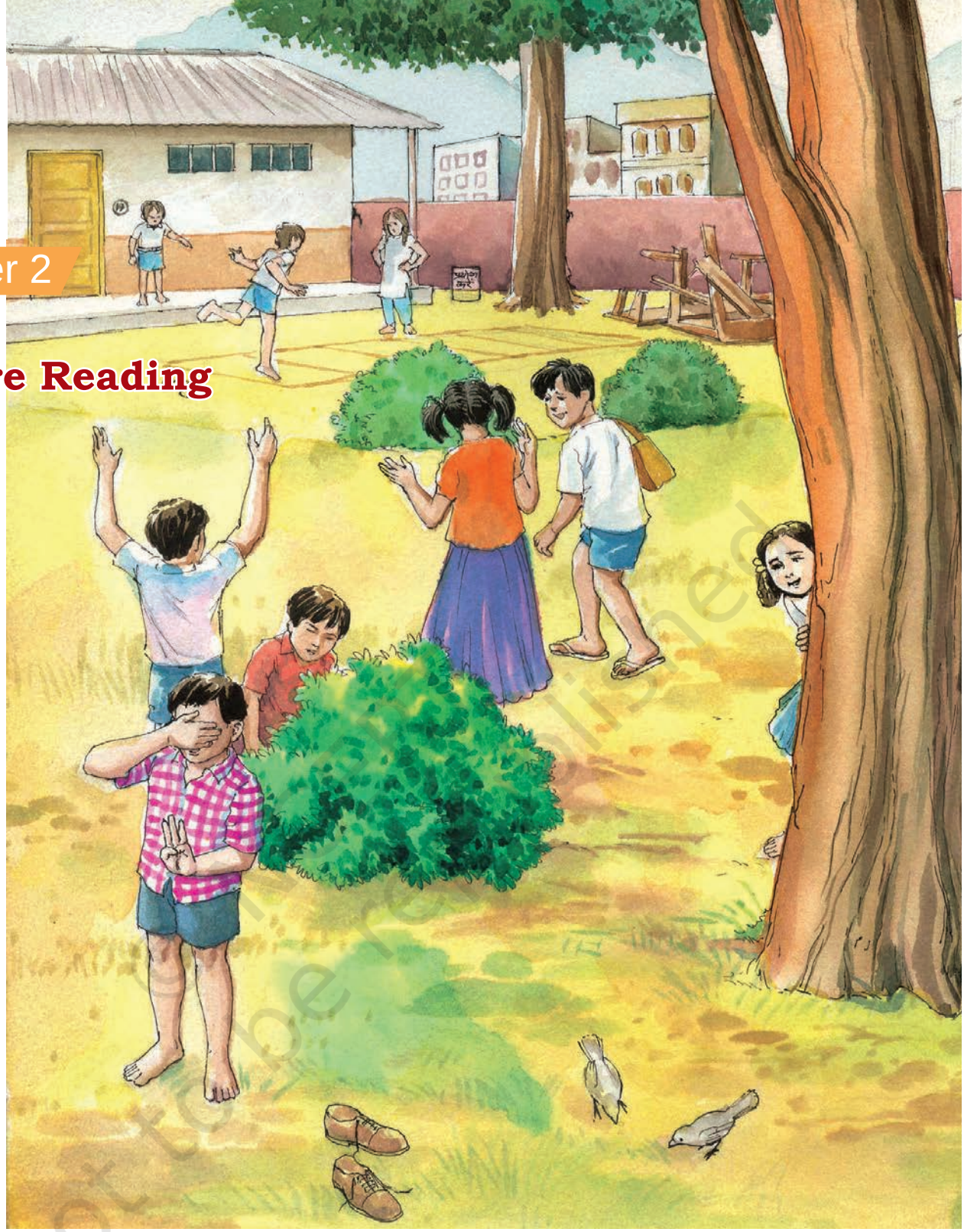
© NCERT not to be republished

Reprint 2026-27

0223CH02

Chapter 2

Picture Reading

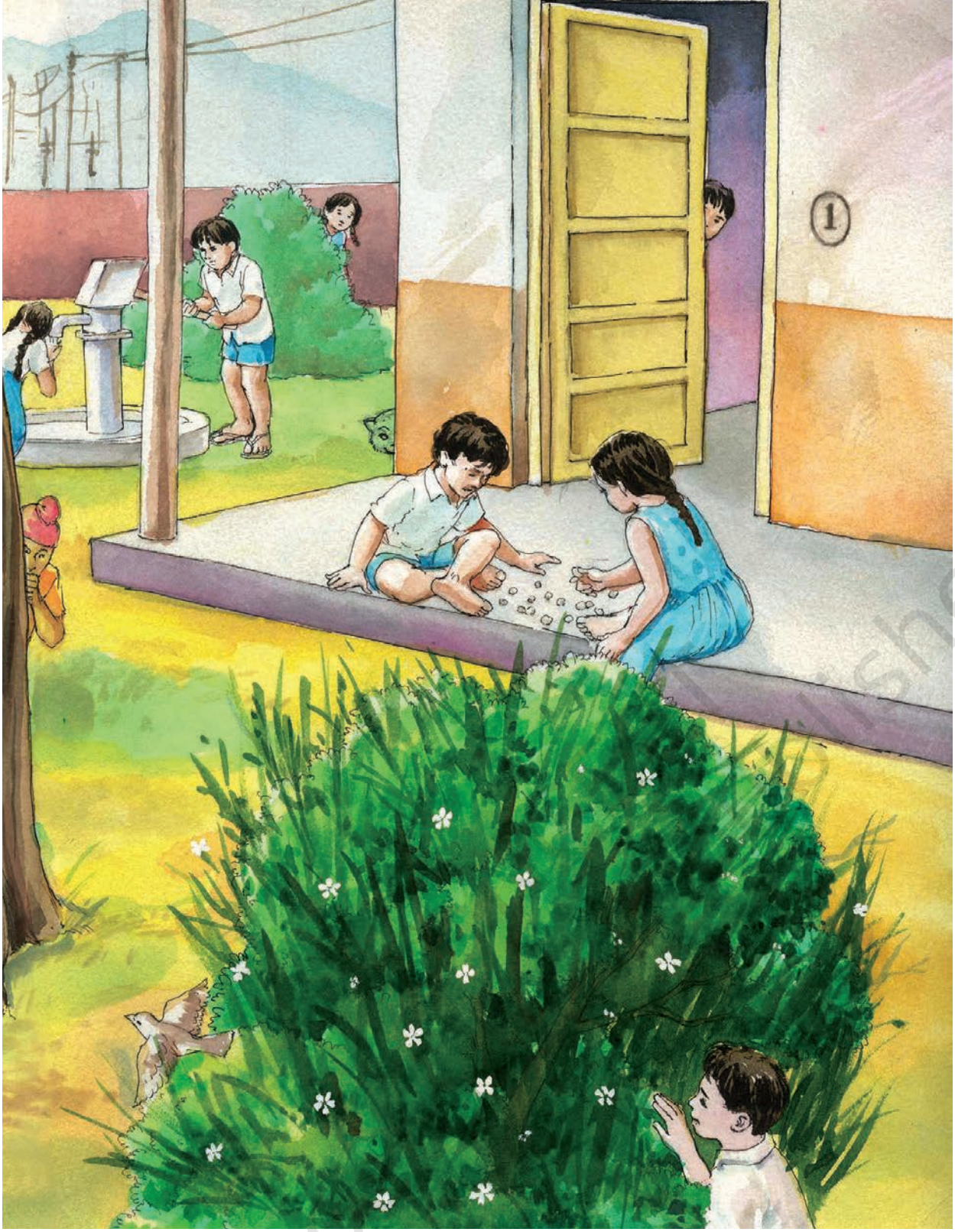


© NCERT not to be republished

Note to the teacher

- Give children enough time to observe the picture. Encourage all children to speak and answer the questions, even if they speak in their home language. Help them find English words.

Reprint 2026-27



- What do you see?
- How many children are there in the picture?
- What are the children doing?
- How are children having fun?
- What games do you play?

Reprint 2026-27

OUT! OUT!

It was a holiday. Jeet and Babli were playing. They played many games. Both of them skipped the rope. They played hide and seek.

Babli and Jeet decided to play 'bat and ball'.

Jeet got ready to throw the ball.

© NCERT not to be republished

Reprint 2026-27

Jeet threw the ball. Babli hit the ball.

The ball went into Mohit's garden. But his house was locked. They could not find the ball. So the game stopped.

Sight words

This | a | how | also | they | after | and | of

New words

skipped | threw | courtyard | gathered | brought | picked

© NCERT not to be republished

Reprint 2026-27

Babli knew how to make a ball. They got a few rags, paper and wool.

Babli also brought a piece of string. She rolled rags, paper and wool to make a ball.

Then she tied the ball with a string. They liked the new ball. The game started again.

This time Babli picked the ball. Jeet picked the bat. Babli threw the ball. Jeet hit the ball hard. The ball opened up and scattered in the air! Babli jumped and caught a piece of rag. She jumped and shouted, “OUT! OUT!”

Reprint 2026-27

© NCERT not to be republished

Let us speak

A. Answer the following questions.

1. What games do you like to play with your friends?
2. Have you played 'bat and ball'?
3. Babli made a ball using a few rags, paper, wool and string. Have you tried to play a game using the things around you? What did you play? Name the things that you use to play. Talk about it in the class.
4. Read pages 10 – 11 of the story again and number the following sentences in their correct order.

- Babli hit the ball. ◯
- Jeet threw the ball. ◯
- The ball went into Mohit's garden. ◯
- Jeet got ready to throw the ball. ◯
- They lost the ball. ◯

© NCERT not to be republished

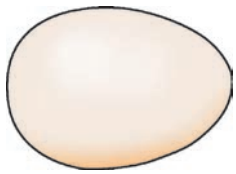
Note to the teacher

- Encourage interaction using mother tongue/local terms.
- Speak about how things around us can be used to have fun, such as using an old bicycle tyre as a wheel and running after it with a stick. Encourage the children to use waste material and create something useful.

Reprint 2026-27

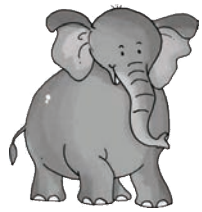
Read the words below each picture

1



an egg

an engine



an elephant

2

a pen

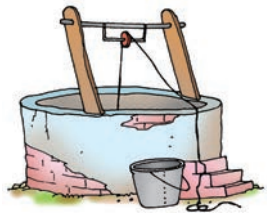
a pencil

a bell

3

a kettle

a hen



a well

© NCERT not to be republished

Note to the teacher

- This introduces young learners to the vowel sound ‘e’ as in ‘pen’.
- Help them notice that the word ‘an’ occurs before the words beginning with ‘e’ in the above table.

Reprint 2026-27

Let us write

A. Read the story 'OUT! OUT!' again and fill in the blanks.

1. Write the names of the children in the story.

_____ _____ _____

2. Write the items that the children used to make a ball.

_____ _____ _____

B. Write the opposites of the following words. One has been done for you.

1.	up	down
2.	in	
3.	open	
4.	fat	
5.	hot	
6.	small	

© NCERT not to be republished

Reprint 2026-27

C. Join the sentences using 'and'. Write it in the given space. One has been done for you.

1. Suresh went to school.
   Gopal went to school.

   Suresh and Gopal went to school

2. I like to eat mangoes.
   I like to eat grapes.

3. The cat sat on the mat.
   The dog sat on the mat.

4. This ball has yellow dots on it.
   This ball also has green dots on it.

5. There are tables in my classroom.
   There are chairs in my classroom.

© NCERT not to be republished

Reprint 2026-27

Let us do

A. Choose a partner. Imagine you both are Babli and Jeet. Enact the story. You may use some words from the story for dialogues.

B. Ask your grandparents or parents to tell you about a game that they had played in their childhood. Find out about it in detail. The next day speak about it in the class.

© NCERT not to be republished

Note to the teacher

- Activity A is a pair work. Help the children choose their partners. Provide them the required materials to enact the story in parts. Encourage the children to use English as much as possible.
- For activity B, ask children to learn about the games their parents used to play and tell the same in the next class in English. They may use some of the terms related to the game in their mother tongue.

Reprint 2026-27

Unit 2

0223CH03

Welcome to My World

Chapter 1

It is Fun

Let us recite

It's fun to be this,
It's fun to be that,
To leap like a lamb,
To climb like a cat.

© NCERT not to be republished

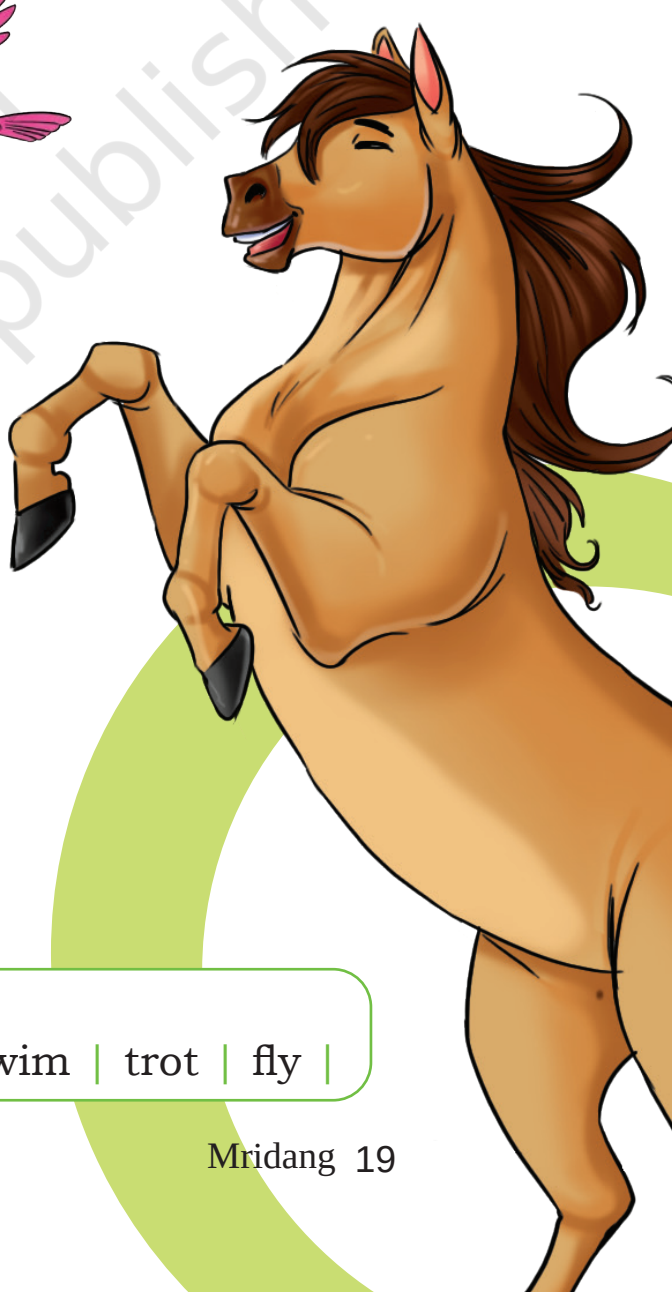
Sight words

this | that | like | to | them | all | none

Reprint 2026-27

To hop like a frog,
To swim like a fish,
To trot like a horse,
To fly like a bird.

I can act
Just like them all,
It's fun to be this,
It's fun to be that.



New words

fun | climb | leap | swim | trot | fly |

© NCERT not to be republished

Reprint 2026-27

Let us speak

A. Listen to the sounds that your teacher will share on the mobile. Can you identify the sounds?

B. Answer the Questions.

Teacher: If you were a cat, what would you do?
Child 1: I would run after a mouse.
Child 2: I would drink milk.
Child 3: I would say 'meow'.
Teacher: If you meet an elephant, what would you say?
Child 1: I would say _ _ _
Child 2: I would say _ _ _
Child 3: I would say _ _ _

© NCERT not to be republished

Note to the teacher

- Download and share the sounds on the mobile such as, croaking of a frog, cackling of a hen, quack of a duck, bleat of a sheep, etc. Let children guess the names of the animals.
- Think of imaginary situations and begin a conversation.
- You may ensure that all the students get their turn to answer.

Reprint 2026-27

Let us speak

C. Say the words

climb	leap	swim	trot	fly

Now make sentences with these words. One has been done for you.

Monkeys climb trees.

Let us write

A. What can you do like any animal or bird?

I can _____ like a _____ .

B. Name any two animals or birds other than fish that can swim?

1. _____ 2. _____

C. Name any two animals that live on trees?

1. _____ 2. _____

D. Answer the following

1. What can the child in the poem do?

_____

_____

2. The child in the poem can do so many things.

Which of them (any two) do you like the most?

_____

_____

© NCERT not to be republished

Reprint 2026-27

Picture Reading

What do you see in the picture? Talk about it.

Write a few sentences about the picture.

© NCERT not to be republished

Reprint 2026-27

© NCERT not to be republished

Reprint 2026-27

Let us think

A. Match the animals to their actions.

The horse trots.

The lamb leaps.

The snake crawls.

The squirrel runs.

The monkey swings.

© NCERT not to be republished

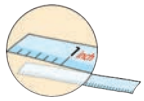
Reprint 2026-27

Let us speak

A. Look at the pictures.

Read the words below each picture.

1

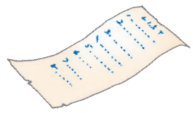

an inch

an inkpot

an igloo

2

a pin


a list

a fish

3

a bin

a ring

a ship

Let us sing

Song of I

I is both a letter and a word (clap clap clap)
I is both a letter and a word (clap clap clap)
Even though they look the same
You use I and not your name
I is both a letter and a word. (clap clap clap)

Note to the teacher

- Sing the above song and encourage children to sing it too. Help them understand the notion that 'I' is oneself.

© NCERT not to be republished

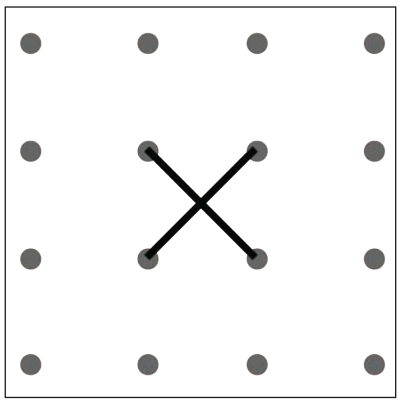
Reprint 2026-27

Let us draw

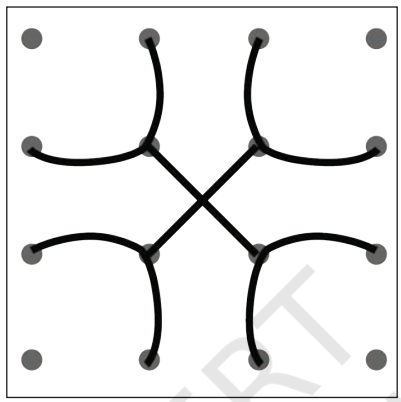
Rangoli

Follow the steps to draw a rangoli and colour it.

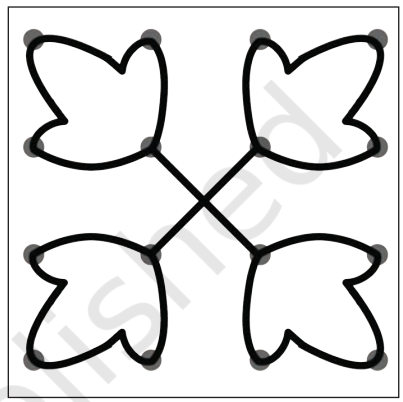
Step 1



Step 2



Step 3



© NCERT not to be republished

Reprint 2026-27

Chapter 2

0223CH04

Let us read

Seeing without Seeing

Little Onshangla returned from the school. She opened the door quietly. She kept her bag on the table quietly.

Her mother looked at her.

"Onshangla you are very quiet today," said Ava.

"Did anything happen in the school?"

"Yes Ava," said Onshangla. "A new boy came to our school. He sits in our class."

"Yes?" said Ava, listening to Onshangla, and placing biscuits and milk on the table.

"The teacher helped him sit in the front desk," said Onshangla. "He wears black glasses. He cannot see.

He will come every day. How will he do things?"

"Finish your biscuits and milk," said Ava. "Then we will play a new game."

© NCERT not to be republished

Reprint 2026-27

"Yes, let us play," said Onshangla.
She tied a scarf over Onshangla's eyes.
"Now tell me what do I hold in my hand?" said Ava.
"How can 1?" asked Onshangla.
"My eyes are closed. I can't see."
"You can find out," said Ava. "Try it."
Ava had a rose in her hand.
"What do I hold?" she asked.
Onshangla touched it.

"It is something soft...
a flower!" she said.
"Yes," said Ava.
"But what flower is it? Smell it!"
Onshangla bent forward and sniffed at it.
"It is a rose!" she cried.

© NCERT not to be republished

Reprint 2026-27

“Good!” said Ava. “Now try another thing… What do I hold?” She held a small bell in her hand.

She shook it. Trin…Trin… “I know,” said Onshangla, with joy. “It is the bell. The small bell that gives such a musical sound. I can hear it, Ava!” Onshangla took the bell and shook it herself.

“Smart girl!” said Ava. Then Ava took a glass in her hand. “What is it? What do I hold now? Do you know?” she asked.

Onshangla touched it. “It is a glass,” she said.

She put one finger slightly into the glass.

“A glass of water!”

“Are you sure?” asked Ava. “It could be milk or juice.”

Onshangla tasted it. “Oh!” she cried, “It is not water, it is orange juice.”

Ava laughed. “Good girl!” she said.

© NCERT not to be republished

Reprint 2026-27

"Now I will remove the scarf. You must tell what is in front of you!" she said.

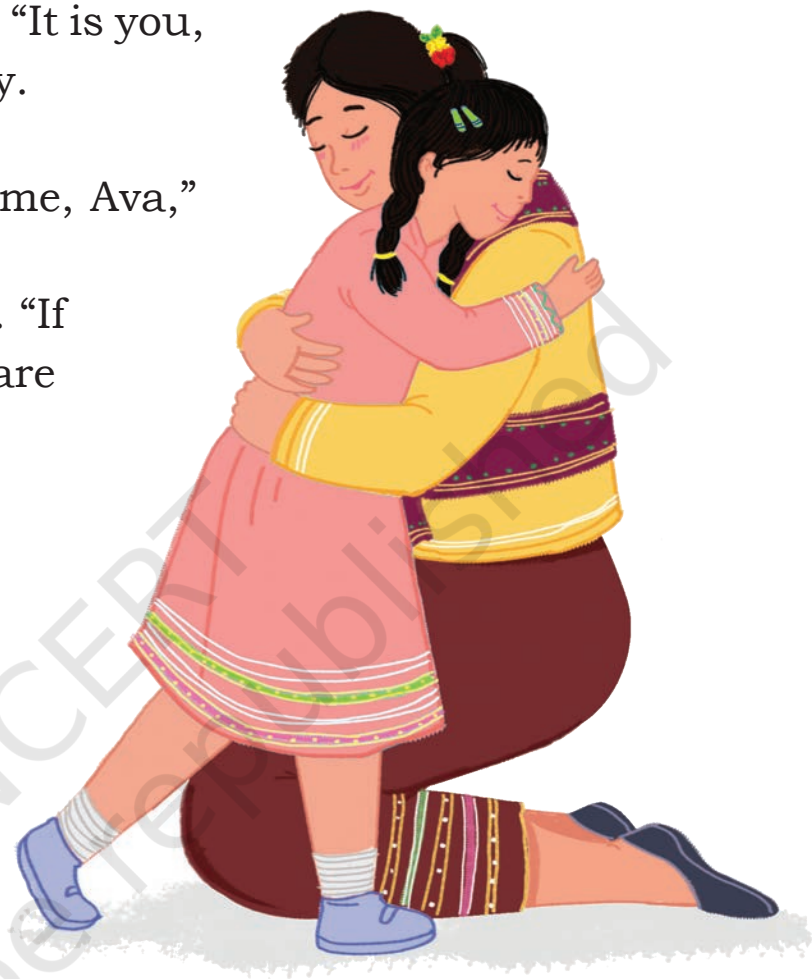
She took off the scarf. Onshangla blinked and looked at her. "It is you, Ava," she shouted with joy.

"I see you!"

"That was a wonderful game, Ava," said Onshangla.

"So, Onshangla" said Ava. "If a child cannot see, there are other ways of finding out things. But the child may have some difficulties. I hope all of you will be friends with the new boy."

"Yes, Ava," said Onshangla.



© NCERT not to be republished

Sight words

is | from | what | on | how | and | it | me | our | some | other

New words

quiet | front | sniff | remove | joy | blink | difficulties

Note to the teacher

• Sensitize children to the challenges faced by the differently abled.

Reprint 2026-27

Let us speak

Onshangla calls her ‘mother’ ‘Ava’. What is the word for mother in your mother tongue?

Close your eyes. Imagine that, when your eyes are closed, how would you identify the following:

water

flower (any local flower)

sugar

direction of a clapping sound.

© NCERT not to be republished

Note to the teacher

- Let every child say the word for ‘mother’ in their own language. Write all the words on the blackboard.
- Provide more practice using various objects.

Reprint 2026-27

Let us draw

Draw two things which you like to smell.

Draw two things which you like to taste.

Share what you have drawn with your friend.

© NCERT not to be republished

Reprint 2026-27

Let us write

Answer the following questions.

1. Fill in the blanks using suitable words from the boxes given below.

game	milk	quiet	biscuits	orange	boy

(a) Onshangla was very _____ one day.

(b) A new _____ came to Onshangla's school.

(c) Ava placed _____ and _____ on the table.

(d) Ava played a new _____ with Onshangla.

(e) Onshangla cried, "Oh ! it is not water, it is _____ juice".

2. What activities do you like to do with your family members? Write about them. One has been given as an example.

e.g. I like to walk with my grandfather.

(a) I like to _____ with my _____.

(b) I like to _____ with my _____.

© NCERT not to be republished

Reprint 2026-27

3. Write five things you can do by yourself. One example is provided for you.

I can take a bath by myself.

I can _____

I can _____

I can _____

I can _____

Let us do

Our eyes do so much for us. We should take care of our eyes.

Put a ✓ for whatever is good for our eyes.
Put a ✗ for whatever is not good for our eyes.

Sit straight while reading or drawing. ◯

Sit very close to the TV. ◯

Stare at the sun. ◯

Read in good light. ◯

Eat carrots and lots of vegetables. ◯

Play for a long time on the mobile. ◯

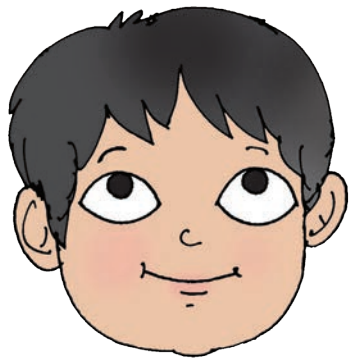
Close eyes and splash water on eyelids. ◯

© NCERT not to be republished

Reprint 2026-27

Eye exercise

Follow the instructions of your teacher and repeat the eye movements. Do not move your face and body. Only move your eyes.



Look up

Look down

Look right

Look left

© NCERT not to be republished

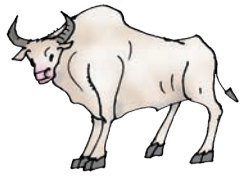
Note to the teacher

- Ensure that the children do the eye exercises.
- Tell children how to protect their eyes.

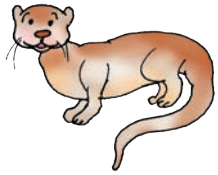
Reprint 2026-27

Read the words below each picture.

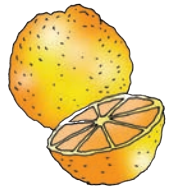
1



an ox



an otter



an orange

2

a fox

a dot

a top

3

a clock

a lock

a frock

© NCERT not to be republished

Note to the teacher

- This introduces young learners to the vowel sound 'o' as in 'top'.
- Help them notice that the word 'an' occurs before the words beginning with 'o' in the above table.

Reprint 2026-27

Unit 3

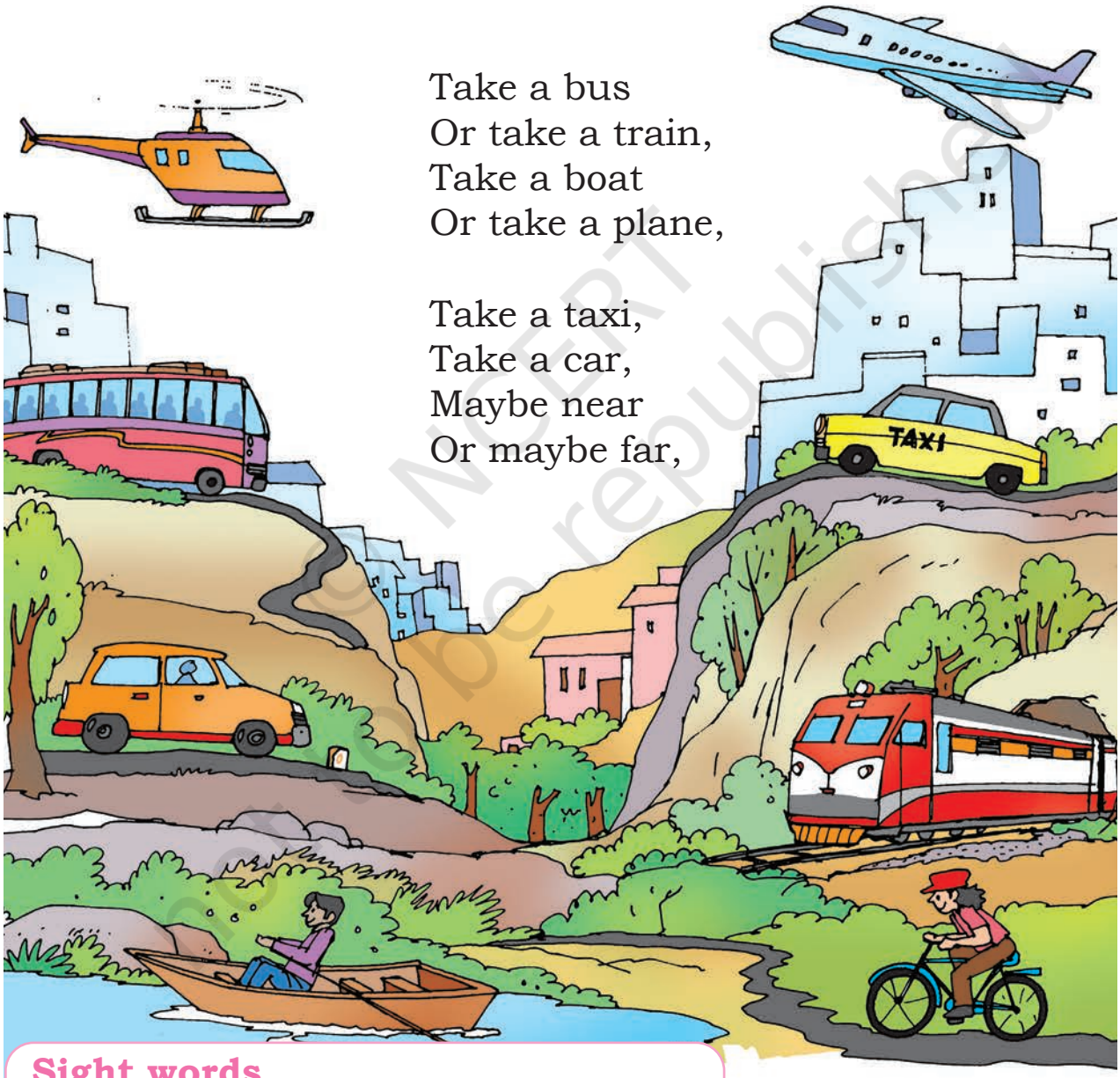
Going places

0223CH05

Chapter 1

Come Back Soon

Let us recite



Take a bus
Or take a train,
Take a boat
Or take a plane,

Take a taxi,
Take a car,
Maybe near
Or maybe far,

Sight words

take | is | the | or | two | may be |

© NCERT not to be republished

Take a rocket
To the moon,
But be sure
To come back soon.

New words
train | boat | plane | taxi | near | rocket |

Let us speak

1. Have you ever travelled by a bus or a train?
2. Where did you go?
3. What did you eat on the way?
4. What did you see from the window?
5. Who else went with you?
6. Did you have fun? Share it with the class.

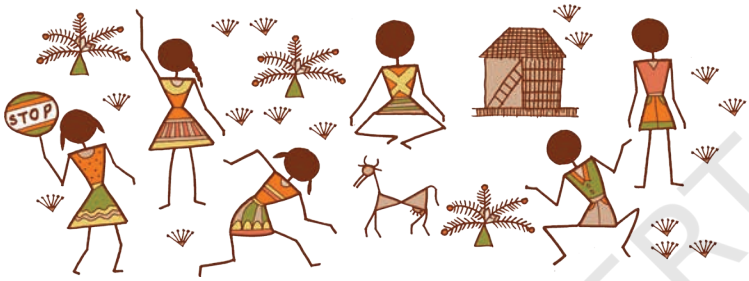
Reprint 2026-27

© NCERT not to be republished

Let us listen

A. Listen to your teacher and read out a poem.

Everybody stop,
Everybody stand,
Everybody sit,
and raise your hand.



Everybody jump,
Everybody run,
Everybody stop,
Oh! What fun.

Let us draw

A. Draw the vehicle that you like the most.

Note to the teacher

- You may encourage the child to visualise and draw any vehicle. The vehicle may be imaginary or real. The vehicle may have wheels or wings. Accept all ideas.

© NCERT not to be republished

Reprint 2026-27

Let us write

Make a List

Sort out the different means of transport given in the boxes depending on the surface they move on. The first one has been done for you.

bus	car	aeroplane	train	jeep
ship	boat	bicycle	helicopter	truck
yacht	cart	raft	taxi	tractor

Land	Air	Water
Bus		

© NCERT not to be republished

Note to the teacher

- Help children to classify the names of vehicles.
- Some of the words may be unfamiliar to the children, you may help by describing them.

Reprint 2026-27

Let us speak

Vowel Sound ‘u’

Read the words below each picture.

1

an umbrella

a truck

a duck

2

a jug

a mug

a cup

3

a bus

a rug

a hut

© NCERT not to be republished

Note to the teacher

- This introduces young learners to the vowel sound ‘u’ as in ‘hut’.
- Help them notice that the word ‘an’ occurs before the words beginning with ‘u’ in the above table.

Reprint 2026-27

Chapter 2

0223CH06

Let us read

Between Home and School

Hello, I am Ravi. I study in Class 2. My friend and I go to school on foot. We pass through the paddy fields, the mango grove and then reach the main road. That is the shortest route we take to school. What fun we have every day!

© NCERT not to be republished

Reprint 2026-27

— jumping over the canals!
— climbing the trees!
— swinging from the branches!
— watching garden lizards!
Yet we reach school on time.

New words
school | paddy | fields | grove | route | canals | branches | lizards | bicycle

Let us speak

A. What time do you leave home for school? At what time does your school start?

B. Tell your classmates about the fun you had on your way to school.

© NCERT not to be republished

Reprint 2026-27

C. Listen to the words that your teacher will read out. Point to the object that represents the word.

Chart	Chalk	Chair

Let us write

A. Write '**ch**' to fill in the blanks. Read the sentences aloud.

1. Today I have brought upma for lun __ __.
2. My friend Unni loves to eat banana __ __ ips.
3. Our Tea __ __ er put up a new __ __ art in the classroom. It is on the wall behind her __ __ air.

© NCERT not to be republished

Note to the teacher

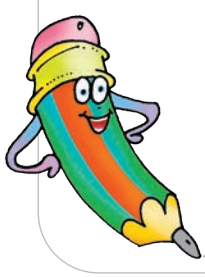
- Prepare for the class by bringing the relevant objects and place them in the classroom.

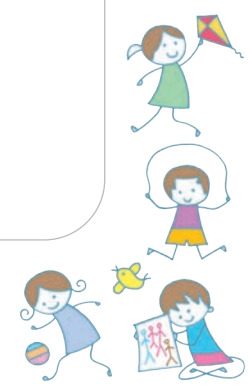
Reprint 2026-27

Let us draw

A. In the box draw the route from your home to your school.

© NCERT not to be republished





Reprint 2026-27

Let us write

A. Circle all the things that Ravi and his friend see on their way to school.

canals	bank	hospital	water park
mango grove	paddy fields	lizards	park
cars	train	main road	trees

B. Answer the following questions.

1. Name some interesting things you see everyday between your home and your school.

2. Ask among your family members as to who had gone on a very long journey. Write a few sentences on
   - where they had gone
   - which mode of transport they used for going and for returning.

© NCERT not to be republished

Reprint 2026-27

3. Rearrange the jumbled letters to form words.

Hint: The words are from the lesson.

a. o h m e ▶ _____

b. a n c a l ▶ _____

c. d a p y d ▶ _____

d. o n m g a ▶ _____

Let us do

A. Make sentences using the words given below.

1. gate _____
2. road _____
3. tree _____
4. lunch _____
5. lizard _____

B. Cut out the picture of a vehicle from an old magazine or newspaper or poster. Bring it to the class. All of you can paste them on a large sheet of paper.

Write the name of the vehicle under each picture.

Note to the teacher

- Children may collect as many pictures as possible.
- You may collect one picture from each student to prepare a chart for display in the classroom.

© NCERT not to be republished

Reprint 2026-27

Chapter 3

0223CH07

Let us read

This is My Town

This is my town.
In my town,
There are streets.
In my street,
There are houses.
In my house,
There are rooms.
In my room,
There is a bed.
On the bed,
There is a basket.
In the basket,
There are some flowers.
Flowers in a basket.
Basket on the bed.
Bed in the room.
Room in the house.
House in the street.
Street in the town.

© NCERT not to be republished

Sight words

in | this | that | there | my |

Reprint 2026-27

New words

train | town | street | house | flower | basket

Let us speak

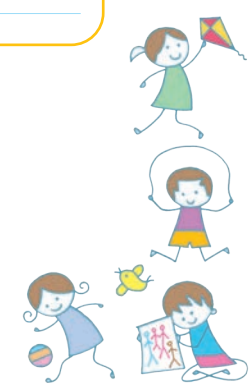
1. What do you see in the picture?
2. What is the name of your town/city?
3. What is the name of your street?

Let us write

A. Form words with the sets of letters given in the circles below. Then frame a sentence using that word.

Letters	Word	Sentence
e b d		
m o r o		
w o t n		

© NCERT not to be republished



Reprint 2026-27

Let us write

A. Write your home address

Name/ House No.	_____
Name of the street	_____
Name of the area	_____
Town	_____
State	_____
Country	_____

Let us listen

A. Listen to your teacher. Your teacher will say one word from each column. Encircle the words you hear in each row.

fan	wall	house	lane	skin
fin	well	mouse	line	swim

Note to the teacher

- Use the above activity to sensitise children with the diversity of languages and cultures of India.
- Help children find out the name of their street.
- Say one word clearly from each row, given above, for children to to encircle.

© NCERT not to be republished

Reprint 2026-27

Let us do

A. Read the poem again.

1. Count the number of times you see the letter ‘e’ in it.

   Write the number here. _____

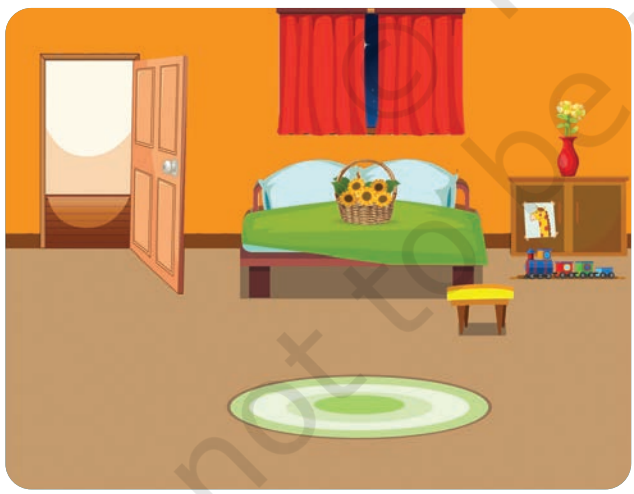
2. Next, count the number of times you see the letter ‘u’ in it.

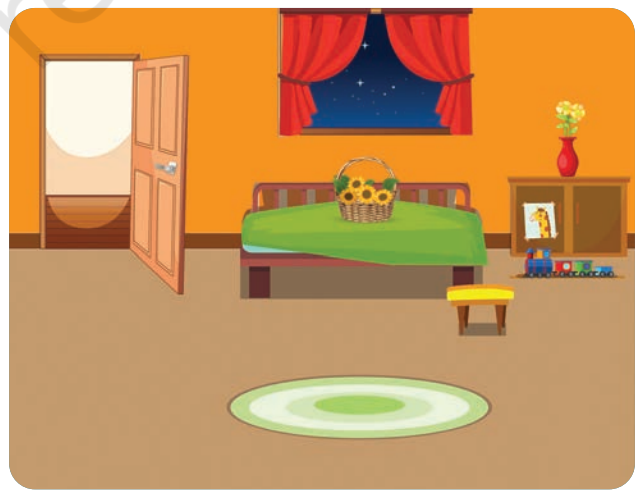
   Write the number here. _____

3. Which letter do you see more number of times?

   Write the answer here. _____

B. Look at the two pictures given below. Can you spot the differences?





© NCERT not to be republished

Note to the teacher

• These activities will enhance observation skill of the children.

Reprint 2026-27

Let us draw

A. Look at the picture. Add whatever you think is needed to complete it.

© NCERT not to be republished

Note to the teacher

- Encourage the children to draw objects and living beings according to their imagination.

Reprint 2026-27

Let us speak

A. Listen to the words that your teacher will read out. Point to the object that represents the word.

Shirt	Shell	Shoe

Let us write

A. Write '**sh**' to fill in the blanks. Read the sentences aloud.

- The sun is __ __ ining today. I am wearing T-shirt and __ __ orts. My father is wearing a new __ __ irt. My grandmother is folding a __ __ awl. My uncle is polishing his __ __ oes.

© NCERT not to be republished

Note to the teacher

- Prepare for the class by bringing the relevant objects and place them in the classroom.

Reprint 2026-27

Unit 4

Life Around Us

0223CH08

Chapter 1

A Show of Clouds

Let us recite

As I lie on my back,
Looking up at the sky.
I see a big white bear,
Looking down at me.

As I lie on my back,
Looking up at the sky.
I see a ship sailing,
On a white sea.

© NCERT not to be republished

As I lie on my back,
Looking up at the sky.
I see an elephant,
Waving its trunk at me.

As I lie on my back,
Looking up at the sky.
Oh! It's fun, it's fun to me,
To see whatever I want to see.

© NCERT not to be republished

Sight words

as | up | at | my | sky | back |

New words

lie | bear | sea | sailing | waving |

Let us speak

A. Say aloud

1. Sit outside your home, or in an open space and watch the clouds go by. Next day, tell the class what you saw.

2. What are the colours of clouds? Tick the colours that clouds can be.

white ☐

grey ☐

red ☐

green ☐

black ☐

blue ☐

© NCERT not to be republished

Note to the teacher

- Let the children speak. Encourage them to speak in English.
- Accept answers even if they respond in only one word or a phrase.
- Ask children to explain. For instance, if children say 'The cloud is red', they may be thinking of clouds at sunset.

Reprint 2026-27

B. Answer the questions asked by the teacher.

Teacher: When you look up in the sky, what do you see?
Child 1: When I look up, I see _ _ _
Teacher: When you look down at the ground, what do you see?
Child 2: When I look down, I see _ _ _
Teacher: When you close your eyes, what do you see?
Child 3: When I close my eyes, I see _ _ _

© NCERT not to be republished

Note to the teacher

- All answers are acceptable, real or imaginary.
- Provide regular practice of the above sentence structures.
- Help children answer in full sentences.

Reprint 2026-27

Let us write

A. Answer the following questions.

1. In the poem, what animals did the child see as he looked up at the clouds?

   The child could see _____

2. What do you see in the sky during the day?

   Write any three things you see.

   _____

   _____

   _____

3. What do you see in the sky at night?

   _____

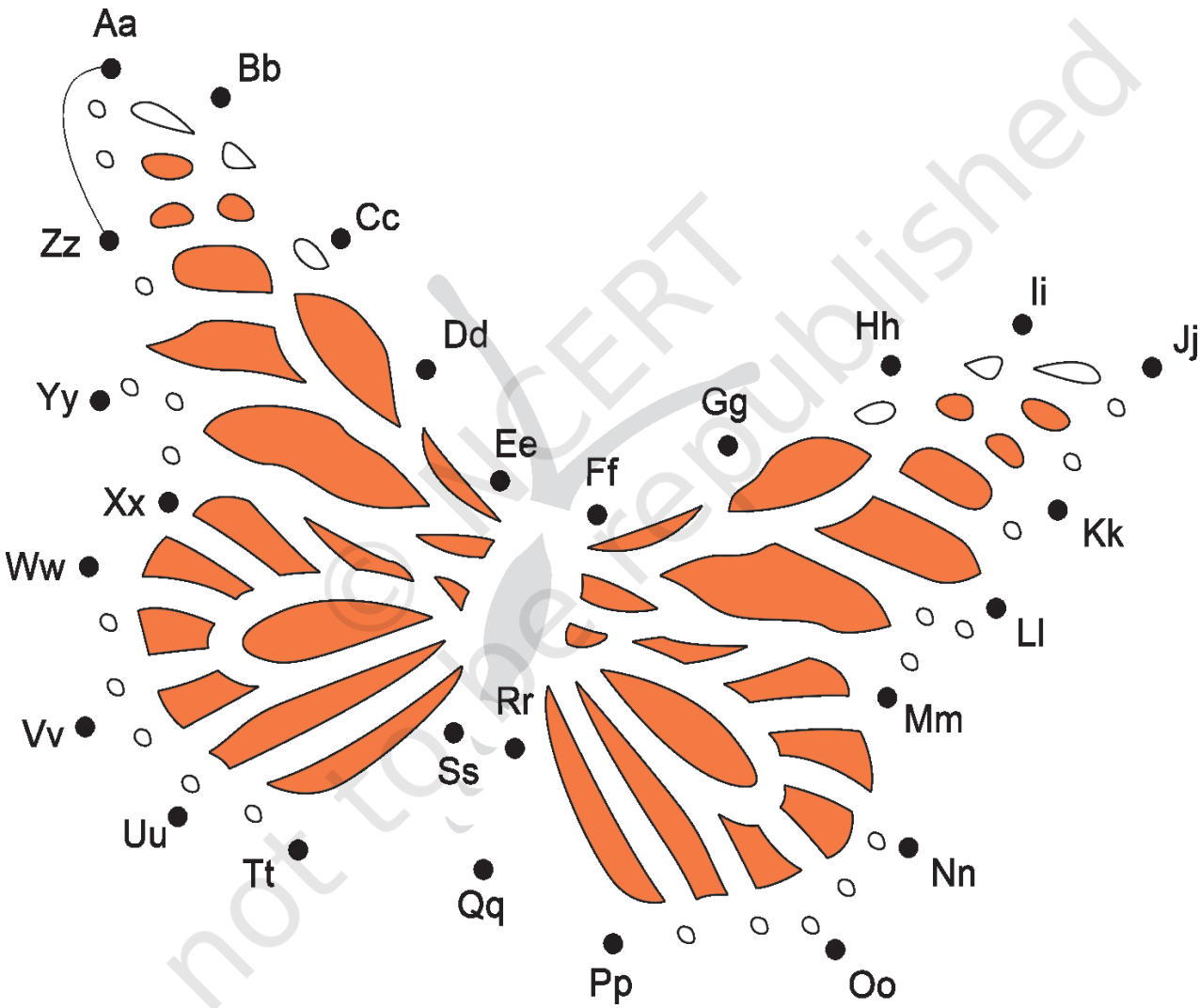
   _____

© NCERT not to be republished

Reprint 2026-27

Picture time

A. Join the dots in alphabetical order and colour the picture.



© NCERT not to be republished

Reprint 2026-27

Let us listen

A. Repeat after the teacher.

The poem has the word 'back'.

Listen to your teacher and say the following words, with your teacher.

back

pack	lack	jack	rack
pick	tick	flick	thick
pluck	duck	muck	truck

What sound is common in these words?

© NCERT not to be republished

Note to the teacher

- Let the children repeat the above words, one by one, noticing the 'ck' sound.
- The children need not know the meaning of these words.

Reprint 2026-27

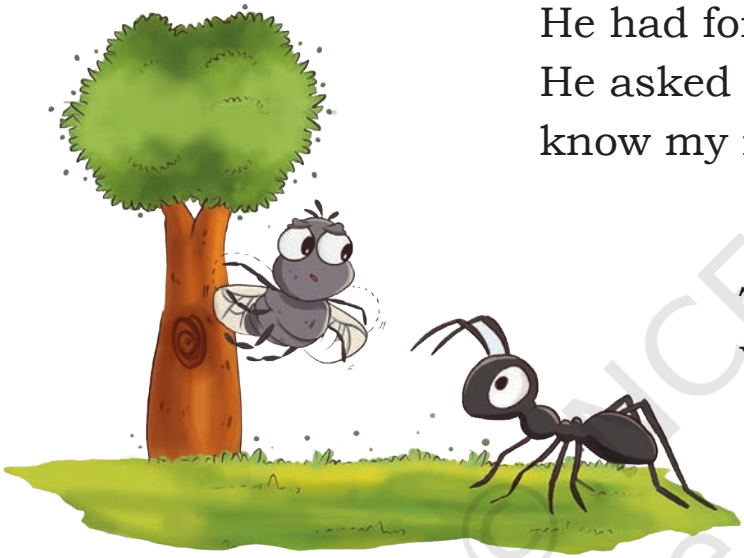
Chapter 2

0223CH09

Let us read

My Name

Once there was a little fly. One day, he could not remember his name! He tried and tried to remember it, but it was no of use.



He had forgotten his name.
He asked an ant, “Ant, do you know my name?”

The ant said, “I don’t know.
You may ask the tree I climb.”

The fly said, “Dear tree, do you know my name?”
The tree said, “I don’t know. You may ask the cow sleeping in my shade.”

Sight words

his | do you | it | my | one | when | about |

© NCERT not to be republished

Reprint 2026-27

The fly went near the cow and asked, “Dear cow, do you know my name?”
The cow said, “I don’t know. You may ask the grass I eat.”

The fly went to the grass and asked, “Dear grass, do you know my name?”
The grass said, “I don’t know. You may ask the leaves fallen on me.”

The fly asked a leaf fallen on the grass, “Dear leaf, do you know my name?”
The leaf was about to answer, when the wind blew.
The leaf began to fly.
Seeing this, the fly remembered his name!
“My name is Fly! My name is Fly!” he said happily.

© NCERT not to be republished

New words
little | ant | shade | dear | grass | wind | remembered

Reprint 2026-27

Sight words

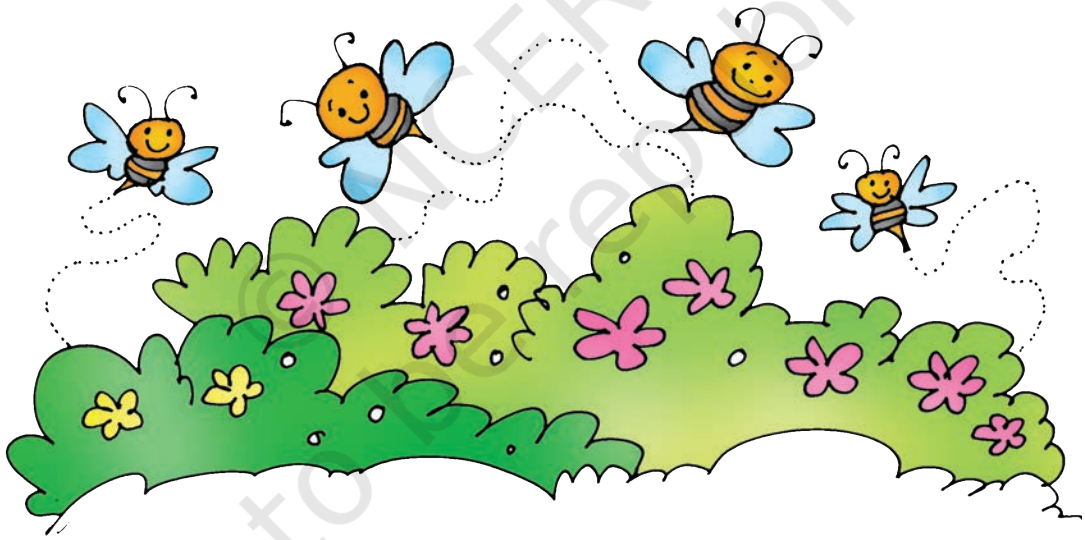
his | do you | it | my | one | when | about |

New words

little | ant | shade | dear | grass | wind | remembered |

Let us speak

1. How did the fly find his name?
2. If you forget your name, whom would you ask?



© NCERT not to be republished

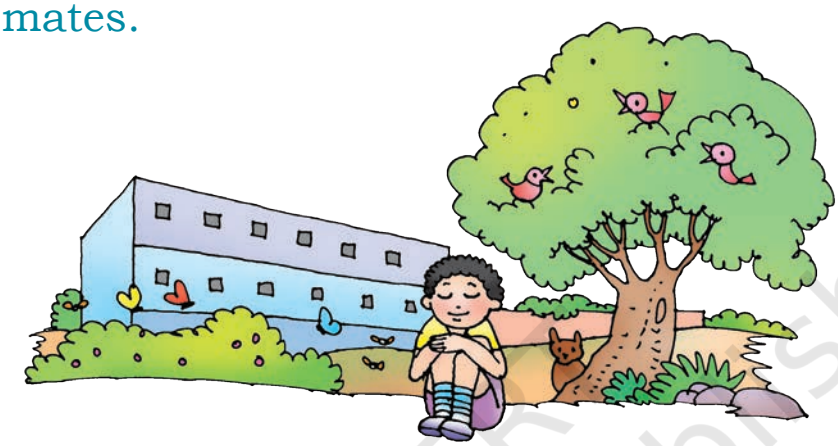
Note to the teacher

- Ensure that each child answers the questions.
- Help children find the meanings of their names, as it is related to their identity.

Reprint 2026-27

Let us listen

A. Your teacher will take you to the school garden/ground/classroom. Sit down under a tree. Close your eyes. Sit quietly and listen. What do you hear? Can you recognise the sounds? Discuss with your teacher and your classmates.



B. Can you make the following sounds?

- caw like a crow
- chirp like a sparrow
- roar like a lion
- meow like a cat
- buzz like a bee
- quack like a duck

© NCERT not to be republished

Note to the teacher

- For Activity A, ensure that the children sit on clean surface, quietly. Let them listen to sounds they hear; it can be of animals, birds, leaves, insects, breeze, vehicles or by people.
- For Activity B, say each phrase given above with action, for children to respond.

Reprint 2026-27

Let us write

A. Answer the following questions.

1. Who forgot his name?

   The _____ forgot his name.

2. What is your name?

   _____

3. When the fly forgot his name, who all did the fly ask?

   _____

B. Complete the following sentences with suitable words from the help box.

Help box

leaf	tree	grass	cow	fly

1. The ant said, "I don't know. You may ask the _____ I climb."
2. The tree said, "I don't know. You may ask the _____ sleeping in my shade."
3. The cow said, "I don't know. You may ask the _____ I eat."
4. The grass said, "I don't know. You may ask the _____ fallen on me."
5. Seeing the leaf _____, the fly remembered his name.

© NCERT not to be republished

Reprint 2026-27

Let us do

A. This is a story. Can you see the picture of a leaf in the story? Say the words 'give me' when you see the to complete the story.

1. A cat said to a cow "Please _____ some milk."
2. "What will you _____?" asked the cow. "Will you _____ grass?"
3. "I have no grass," said the cat.
4. "Will you _____ water?" asked the cow.
5. "I have no water," said the cat. "But I will say 'Thank you' if you _____ milk!"
6. "Good," said the cow. "Then I will give you milk."

Now write the words 'give me' next to the leaf.

Project Work

A. What is the meaning of your name? Can you find out? Tell it to the class.

© NCERT not to be republished

Reprint 2026-27

Let us speak

A. Look at the pictures. Read the words below each picture.

bl

blue

black

blanket

pl

plum

plate

plant

B. Write sentences using the words given above. One has been done for you.

1. Rohit has a blue blanket.
2. _____
3. _____

Note to the teacher

- Ensure that children say the blends correctly.
- Provide regular excercise of the above blends.

Reprint 2026-27

© NCERT not to be republished

Chapter 3

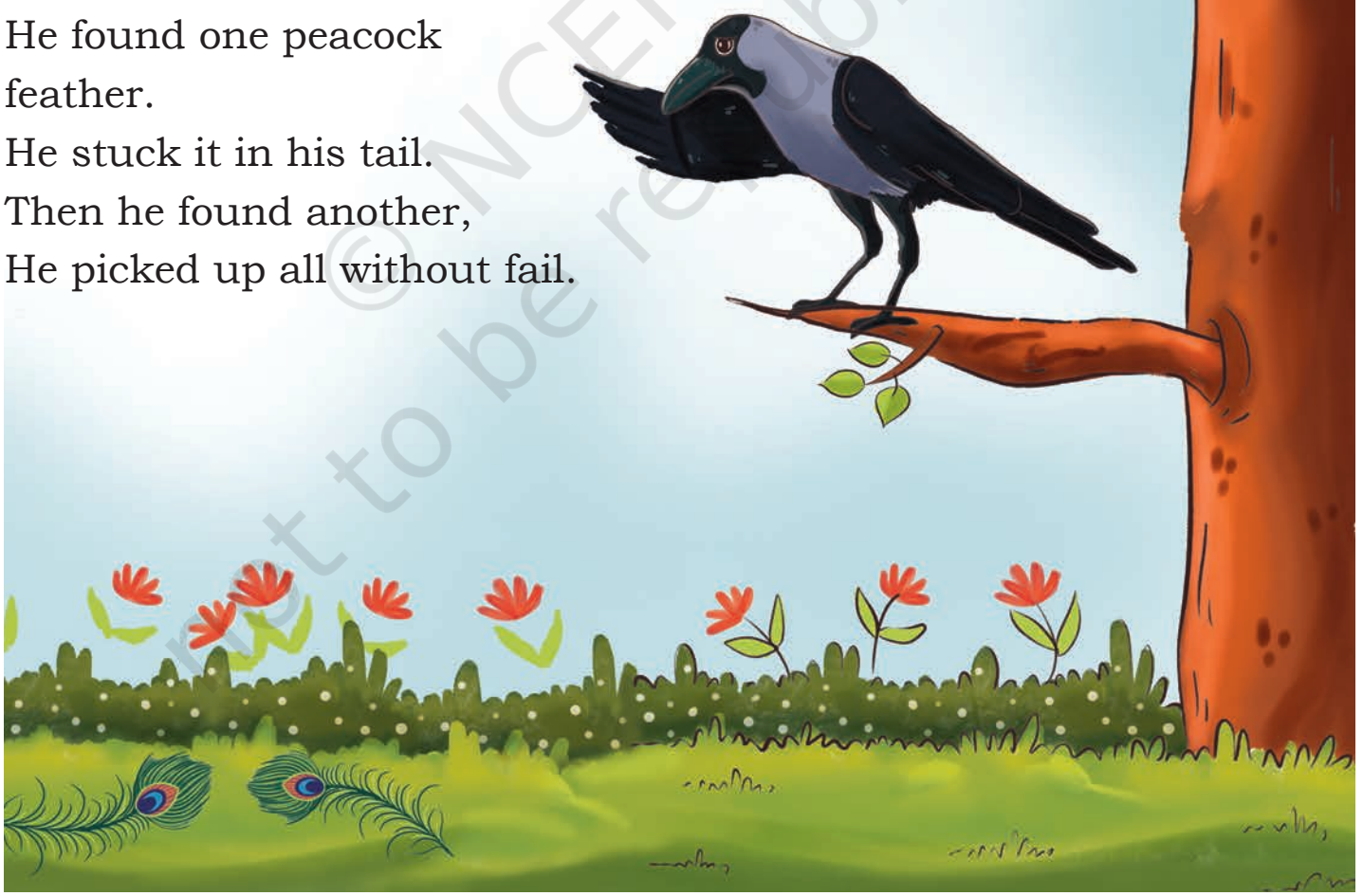
0223CH10

Let us recite

The Crow

There once was a crow.
He was black, as you know.
How to be beautiful,
he wanted to know.
Colourful feathers,
he wanted to grow.

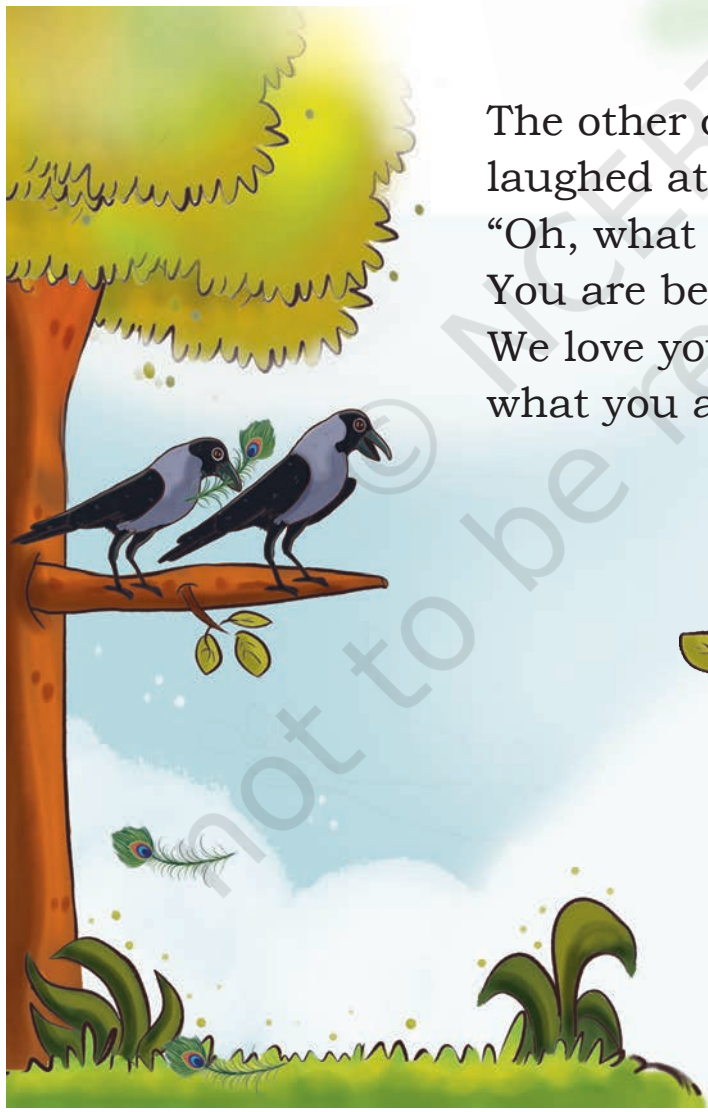
He found one peacock
feather.
He stuck it in his tail.
Then he found another,
He picked up all without fail.



© NCERT not to be republished

Reprint 2026-27

He stuck them
in his wings,
Put one on his head.
I am now beautiful,
He danced and said.



The other crows
laughed at him.
“Oh, what a fool you are!
You are beautiful in black.
We love you for
what you are.”

Sight words

once | as | how | to |
one | be | now | at |
all | it |

Reprint 2026-27

© NCERT not to be republished

New words

colourful | feather | wings | picked | fool | love | beautiful | peacock | another

Let us speak

A. Which birds do you see around your house or near your school?

B. What do you like about the crow?

© NCERT not to be republished

Note to the teacher

- Use the poem to sensitise children that there are many skin tones in India. It is not the fair or dark complexion that matters, real beauty lies in good qualities.
- Help children talk about the qualities of a crow. Also discuss the uniqueness of different animals and birds.
- Ask children to speak about one good quality of their friend.

Reprint 2026-27

Let us write

A. Can you identify the birds in the box? Write their names in the space provided.

© NCERT not to be republished

Note to the teacher

- Help the children identify the birds. Provide necessary help with English words.

Reprint 2026-27

Let us draw

A. Draw your favourite bird in the box given below and write its name in the given blank.

My favourite bird is _____

© NCERT not to be republished

Note to the teacher

• Encourage children to draw grass, trees, etc., in the background.

Reprint 2026-27

Let us listen

A. Close your eyes and listen to your teacher say the following words.

Listen and repeat the word as she says. You may clap for each syllable of the word.

pea	cock		peacock
fea	ther		feather
beau	ti	ful	beautiful
co	lour	ful	colourful
a	no	ther	another

© NCERT not to be republished

Note to the teacher

- Help children understand how to break any word into smaller parts (syllables) to pronounce it easily. Let them clap for each syllable. You may practise this regularly, each time with a new set of words.

Reprint 2026-27

Let us write

Read the words in Column A. Complete the word in Column B that rhymes with it.

Hint: The words in Column B should be the names of birds. One has been done for you.

Column A	Column B
grow	crow
carrot	__ arrot
pen	__ en
arrow	__ __ arrow
block	__ __ __ __ ock

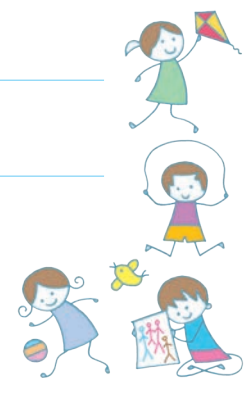
© NCERT not to be republished

Reprint 2026-27

A. Make the sentences using one word from each box.
Write the sentences in the blanks given below.

Today	I	will go	to a	village
	we			school
	Rajni			park
	She			farm
	Harish			theatre

© NCERT not to be republished



Reprint 2026-27

Chapter 4

0223CH11

Let us read

The Smart Monkey

One day Anju and Farida went to the market. Anju bought a bag and Farida bought a water bottle. Later, they went to a shop and bought a packet of groundnuts and a bottle of juice.

They felt tired. They sat on a bench under a tree to rest. There was a monkey on the branch of the tree above them.

Reprint 2026-27

Farida and Anju did not see the monkey. They took out their food from the bag and began to eat. The monkey had a banana. He peeled the banana and ate it. Farida and Anju took out the groundnuts and started eating. They threw the packet down. Then they drank the juice and threw down the bottle.

Just then, the monkey climbed down the tree with the banana peel. There was a dustbin nearby. The monkey threw the banana peel into the dustbin.

© NCERT not to be republished

Reprint 2026-27

Farida and Anju saw this and felt ashamed. They picked up the packet and the empty bottle and threw them into the dustbin.

Sight words

then | down | on | and | with | in | them | under | nearby |

New words

shopping | groundnuts | branch | peel | dustbin | threw | empty |

Note to the teacher

• Let children know that groundnuts are also known as peanuts.

© NCERT not to be republished

Reprint 2026-27

Let us speak

1. Have you seen people throwing packets or bottles in the park or on the road? Talk about it.
2. After having biscuits, what do you do with the wrapper?
3. Imagine you are sitting under a tree. What do you see on the tree?
4. Is there a dustbin in your school?
   Do you know where it is?

Let us draw

A. Draw any three things that you use to clean your house.

© NCERT not to be republished

Reprint 2026-27

Let us listen

A. Close your eyes and listen to your teacher say the following words.

mar	ket		market
mon	key		monkey
pack	et		packet
dust	bin		dustbin
class	room		classroom
An	ju		Anju
ba	na	na	banana
Fa	ri	da	Farida

Say your name, clapping for each syllable of the name. How many times did you clap?

© NCERT not to be republished

Reprint 2026-27

Let us write

A. Read the following sentences. Put a ✓ for correct sentences and a ✗ for incorrect sentences.

1. Anju and Farida went to their school. ☐
2. Anju bought a bag and Farida bought a water bottle. ☐
3. There was a bird on the branch of the tree. ☐
4. The monkey had a banana. ☐
5. The monkey threw the banana peel in the dustbin. ☐

B. Complete the following sentences.

1. Farida and Anju sat on _____ under the tree to rest.
2. There was a monkey sitting _____ of the tree.
3. The two girls had a _____ and a bottle of juice.
4. The monkey threw the _____ into _____.

C. Write some of the things you do to keep your home and classroom clean.

_____

_____

_____

_____

© NCERT not to be republished

Reprint 2026-27

Let us do

Project Work

A. Have you ever gone to a nearby shop with your family members? Share your experiences in the class.You may also draw or paste pictures of some of the things you liked in the shop, in the box given below.

© NCERT not to be republished

Note to the teacher

- Encourage children to share their experiences in English. They may use few words in their mother tongue and later move to speaking completely in English.
- Encourage children to share what they like and what they do not like during shopping.

Reprint 2026-27

Let us speak

Look at the pictures.
Read the words below each picture

fl

flag

flower

floor

cl

cloud

clap

clock

Write sentences using the above words.
One has been done for you.

There is a clock in the classroom.

Note to the teacher

- Ensure that children say the blends correctly.
- Provide regular excercise of the above blends.

Reprint 2026-27

© NCERT not to be republished

Unit 5

Harmony

Chapter 1

Little Drops of Water

0223CH12

Let us sing

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

Little words of love,
Little acts of kindness,
Little deeds of warmth
Spread smiles and happiness.

© NCERT not to be republished

New words

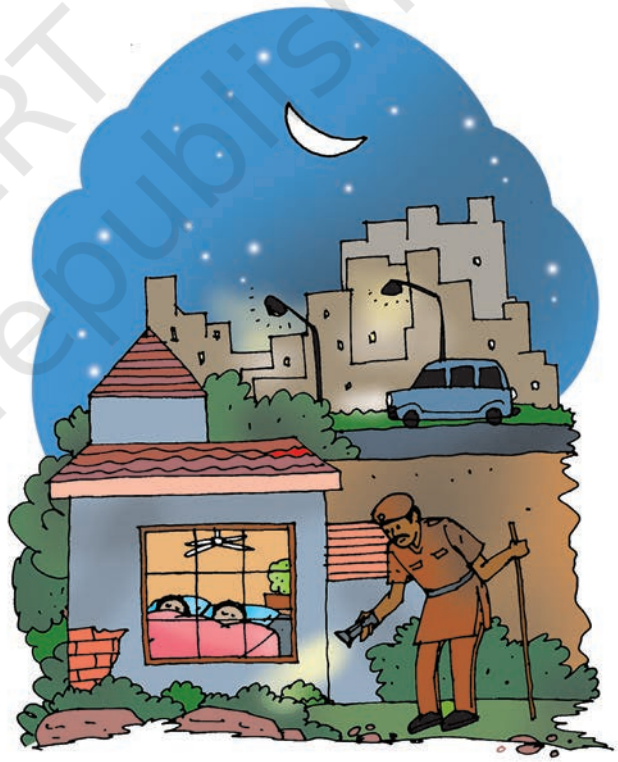
mighty | pleasant | kindness | peaceful | ocean |

Let us speak

A. Say all the words that come to your mind when you think of the word 'water'.

B. We all use water for many things. Discuss about it in the class.

Look at the pictures and describe what you see.



© NCERT not to be republished

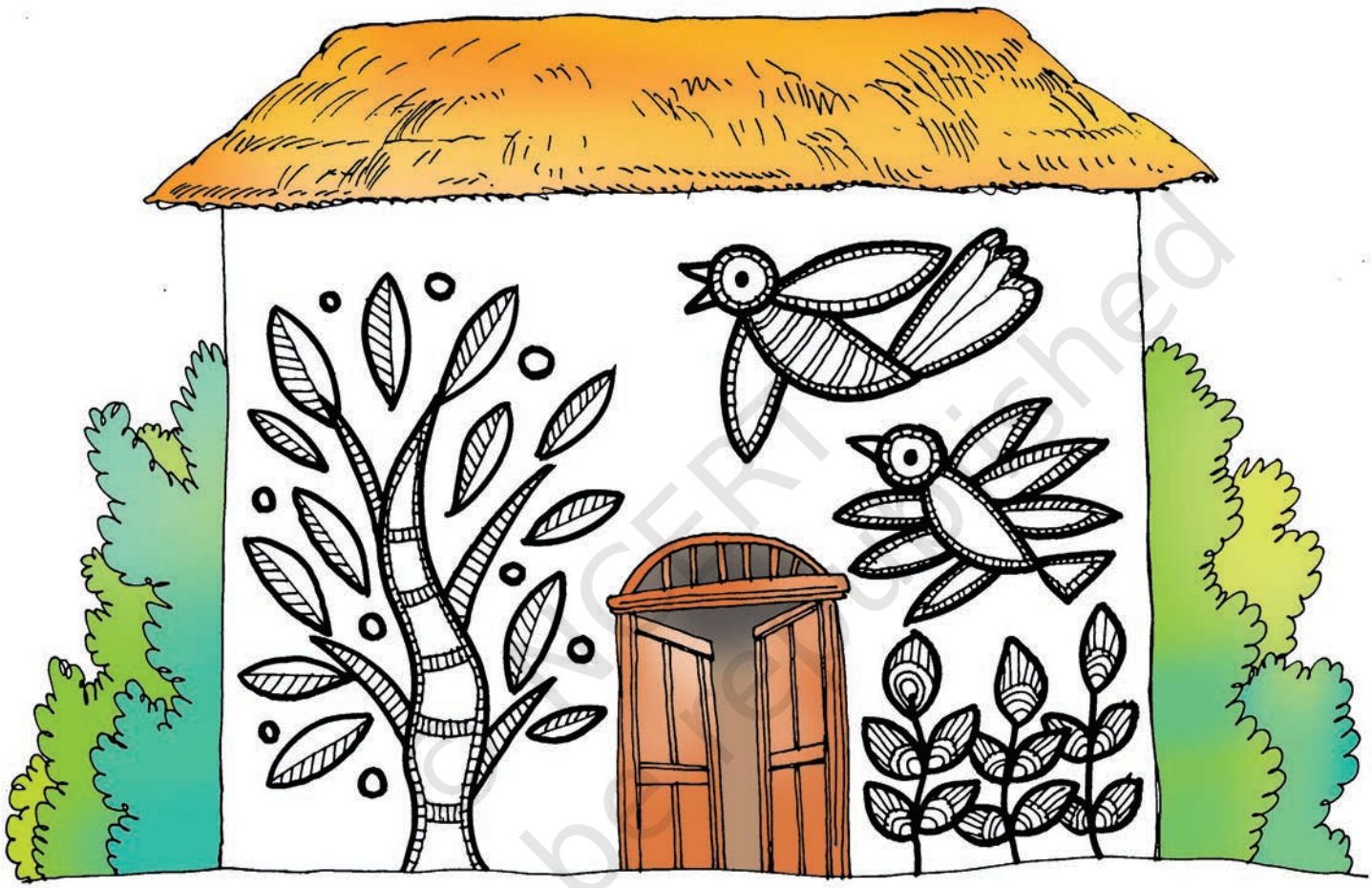
Note to the teacher

- Help children notice the difference between day and night. You may ask questions such as 'Can you see colours at night?'

Reprint 2026-27

Let us listen

A. Listen to the directions and fill the colours.



Note to the teacher

- Give instructions to the children in simple English. Repeat the instructions for clarity.
- Pause for some time before giving the next instruction.

  Colour the birds.

  Colour the leaves.

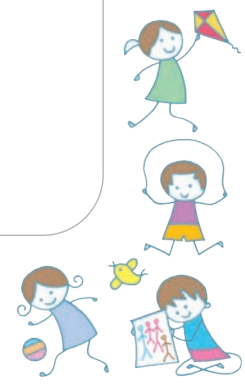
  Colour the plant.
- Let them use any colour.

Reprint 2026-27

Let us draw

A. Draw one thing you feel would help us make our earth a more beautiful place.

© NCERT not to be republished



Reprint 2026-27

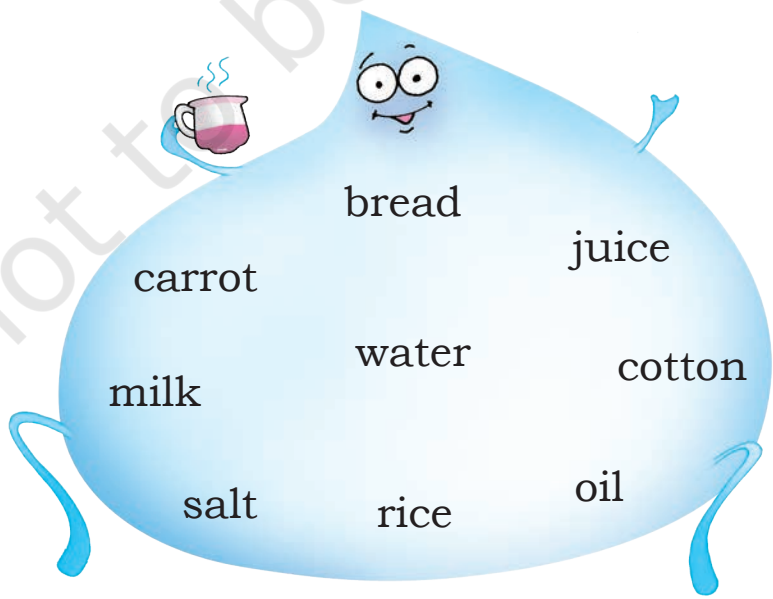
Let us write

A. Answer the following questions.

1. Match the words in Column A with words in Column B and complete the phrases from the poem.

Column A	Column B
grains of	kindness
drops of	sand
deeds of	love
words of	water

2. In the poem we talked about 'drops of water'. We use the word 'drops' with liquid. Circle the words for which you can use 'drops of'.



© NCERT not to be republished

Reprint 2026-27

C. Fill in the blanks, choosing words from the box.

1. A _____ of milk
2. A _____ of bread
3. A _____ of toothpaste
4. A _____ of pencils
5. A _____ of clothes

bag
tube
cup
box
slice

D. Rearrange the words to form proper sentences in the given space. Remember to begin the sentence with a capital letter and end it with a full stop. One has been done for you.

1. Raghav book took his

   Raghav took his book.

2. went Ramona school to

3. they wearing are black both shoes

4. very these beautiful are butterflies

5. Moti go for a walk to likes

6. monkey the took the naughty away banana

© NCERT not to be republished

Reprint 2026-27

Let us do

Project work

A. Ask people at home to allow you to touch and feel the following things in the kitchen

banana	salt	oil
flour	sugar	rice	wheat

Choose any one that seems ‘grainy’.
Bring it to the class next day.

© NCERT not to be republished

Note to the teacher

- Parents/guardians of the children need to be involved in the above activity. Explain to them that the children have to touch and notice the grainy texture of things.

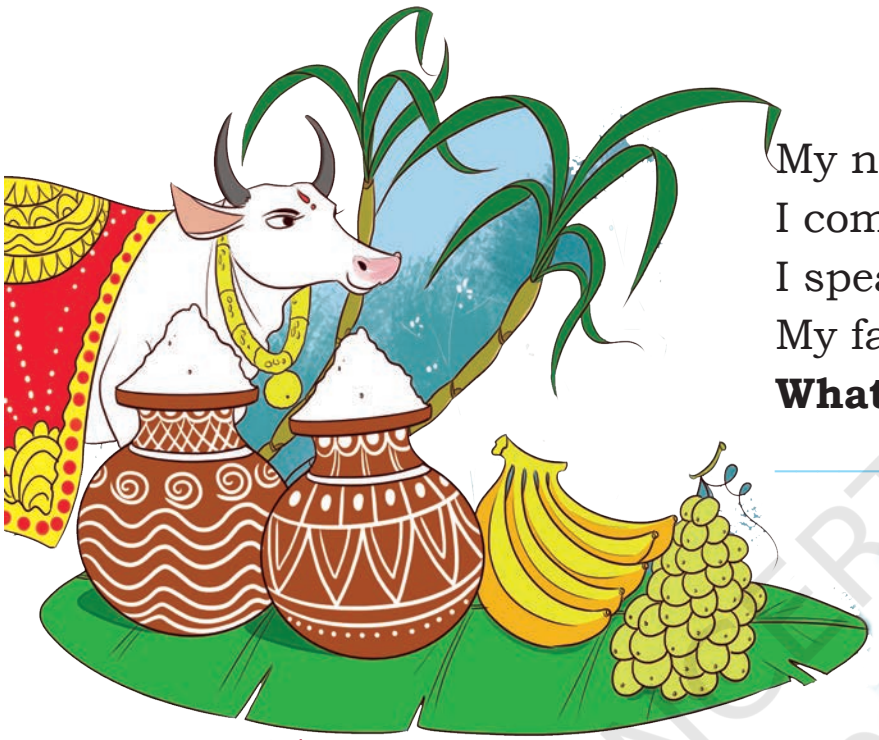
Reprint 2026-27

Chapter 2

0223CH13

Let us read

We are all Indians



My name is Meenakshi.
I come from Tamil Nadu.
I speak Tamil.
My favourite festival is Pongal.
What is your name?

I am Ramu.
I come from Gujarat.
I speak Gujarati.
I like to dance the Garba.
I am seven years old.
How old are you?

© NCERT not to be republished

Reprint 2026-27

My name is Gulabo.
I come from Rajasthan.
I like wearing colourful clothes.
I enjoy seeing puppet shows.
I travel by camel.
How do you travel?

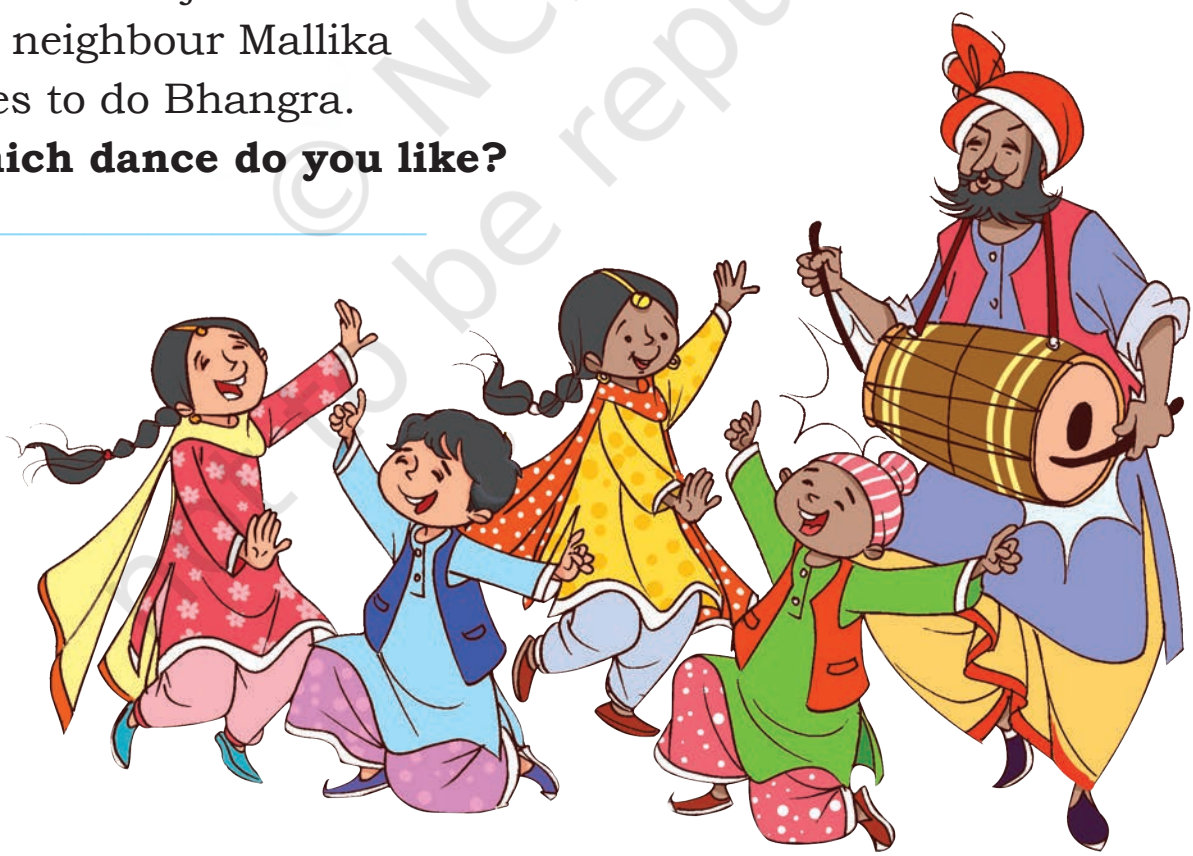
I am Badal.
I come from Bengal.
I speak Bengali.
I like painting and music.
I study at Santiniketan.
Where do you study?

© NCERT not to be republished

Reprint 2026-27

I am Surinder.
I come from Punjab.
I speak Punjabi.
My neighbour Mallika
likes to do Bhangra.
Which dance do you like?

I am Vibha.
I come from Maharashtra.
I speak Marathi.
Once I visited Ellora and
Ajanta caves.
Have you travelled anywhere?



© NCERT not to be republished

Reprint 2026-27

I am Neerja. I come from Uttar Pradesh. I have seen the Taj Mahal.

Have you seen any monument?

My name is Nonglik .
I come from Manipur.
I speak Manipuri.

What language do you speak?

My name is Kamala.
I come from Karnataka.
I speak Kannada.
I play the Mridang.

Do you play any musical instrument?

Reprint 2026-27

© NCERT not to be republished

Bharti is my name.
I come from Andhra Pradesh.
I speak Telugu.
During my summer holidays
I go to Kashmir
and stay with my friends
Salma and Suresh.

Where do you go for your holidays?

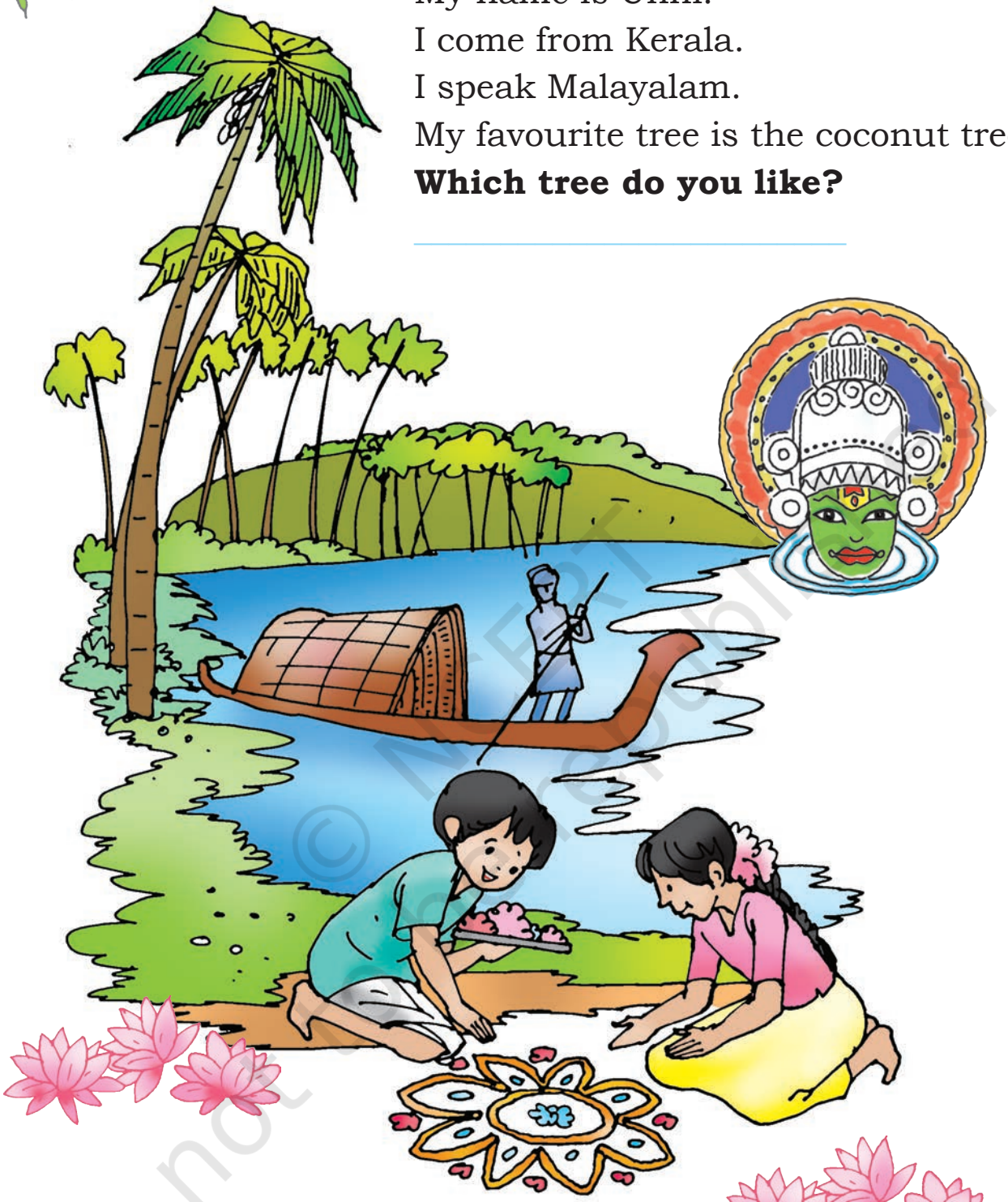
We are two sisters.
We belong to Odisha.
We speak Odia.
We decorate our walls and floors.

Do you have a sister or a brother?

© NCERT not to be republished

Reprint 2026-27

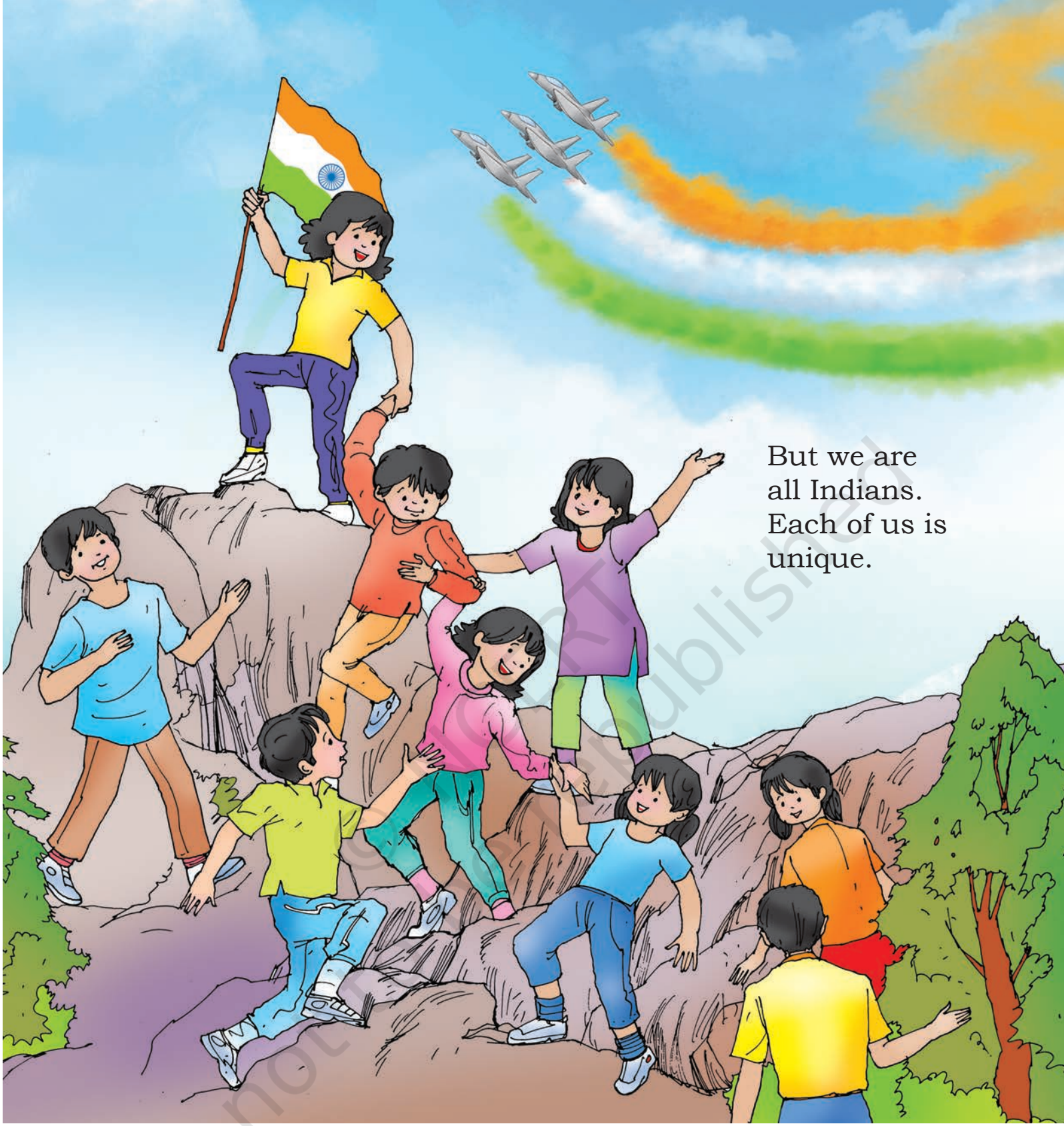
My name is Unni.
I come from Kerala.
I speak Malayalam.
My favourite tree is the coconut tree.
Which tree do you like?



New words

festival | puppet | travel | painting | neighbour | fingerprints |

Reprint 2026-27



© NCERT not to be republished

Note to the teacher

- Pause after each paragraph to allow learners to fill in the blanks. Help learners notice that answers are different, yet all are correct.

Reprint 2026-27

Let us speak

A. What do you say when:

1. You want to enter the classroom.
2. You want to visit the washroom.
3. You want to borrow a book from your friend.
4. You hurt someone by mistake.
5. You need a pencil and your friend gives you a pencil.

B. Choose a partner. Ask one another the following questions and reply accordingly.

6. What language do you speak?
7. Can you speak more than one language?
8. Which is your favourite dish?
9. Which is your favourite tree?

© NCERT not to be republished

Note to the teacher

- You may give extra prompts for the questions wherever required or intervene with a positive note. If at times children answer in their mother tongue accept it, but help them out to give response in English.
- Let children come to know that they can speak more than one language (even if it is only a few words or sentences).

Reprint 2026-27

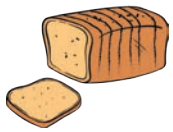
Let us draw

A. Draw one thing that you like the most in your home.

© NCERT not to be republished

Reprint 2026-27

Let us speak


bread

bridge

brown

frock

frame

frog

Let us listen

Frame sentences using the above set of words. One has been done for you.

It was a bright sunny day. My brother went to buy bread. He crossed the bridge to reach the shop.

Note to the teacher

- The school may invite a local folk musician to sing or play a musical instrument for the children. Children may learn a simple song. They may also interact with the musician and touch musical instrument.

Reprint 2026-27

© NCERT not to be republished

Let us write

A. Discuss with your teacher and answer the following questions.

1. What do we call the people who live in India?

2. Name the festival of colours.

3. Which festival do you like the most? Why?

B. Rearrange the jumbled letters. The answers will be the names of languages.

1. INHDI _____
2. GNIELHS _____
3. RUUD _____
4. ELUTGU _____

© NCERT not to be republished

Reprint 2026-27

C. Join the given sentences using 'but'.

For example:

Sentence 1: I like to eat mangoes.
Sentence 2: I don't like to eat apples.

I like to eat mangoes but I don't like to eat apples.

Now write answers for the given sentences in the same way.

Sentence 1: I like milk.
Sentence 2: I don't like tea.

Sentence 1: My grandfather is old.
Sentence 2: He is strong.

Sentence 1: I wanted to go out.
Sentence 2: I was too tired.

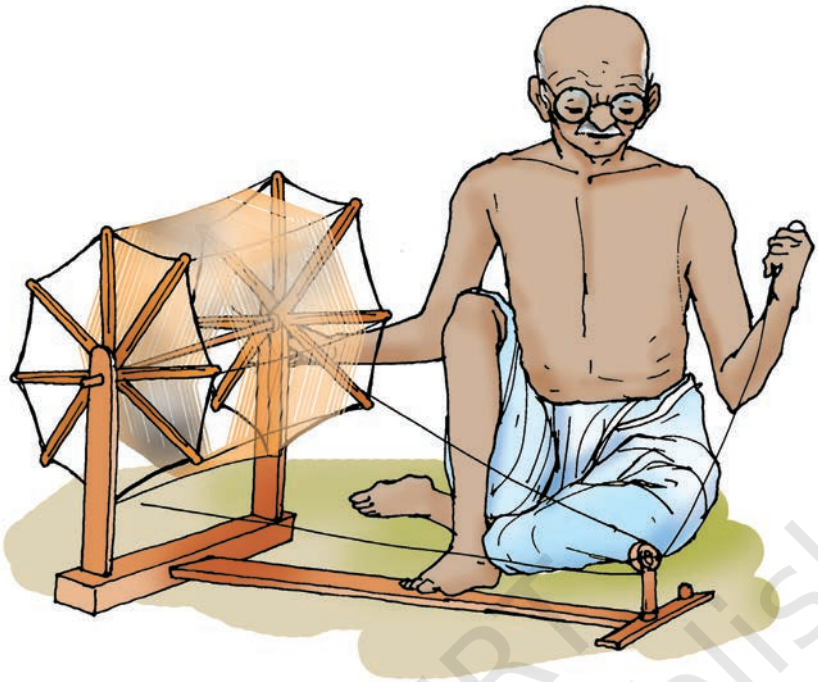
Note to the teacher

- Provide regular and frequent practice of the above sentence structure.

© NCERT not to be republished

Reprint 2026-27

Something New



Scene: A classroom setting. Students of Class 2 enter the classroom. There is an unfamiliar object on the teacher's table. Everyone is curious.

Anshika: Hey! Look at this! (pointing at the object)

Zoya: Does it belong to our teacher?

Rohan: But what is it?

Tejas: It looks like a bicycle to me but it has only one wheel.

Bhavya: And it has no handle.

Pamyo: There are no pedals as well.

Simran: And it is made of wood.

Bhavya: Why is there a thread on it?

Zoya: I do not know. Maybe we should ask the teacher.

© NCERT not to be republished

Reprint 2026-27

They go round the table.
They start looking at the object from all sides.
Teacher enters.

Everyone: Namaste, Teacher.

Pamyo: (pointing to the object) Ma'am, what is this?

Teacher (smilingly): Do you know about Mahatma Gandhi? Do you know who he was?

Zoya: Ma'am, Mahatma Gandhi is the Father of the nation.

Teacher: Right! Gandhiji led the Indian Freedom movement.

Anshika: Gandhiji also gave the message of non-violence and peaceful existence.

Simran (pointing to the object on the table): But what about that?

Teacher (pointing to the object on the table): This object was very dear to Mahatma Gandhi. It is called the '*Charkha*' or 'Spinning wheel'.

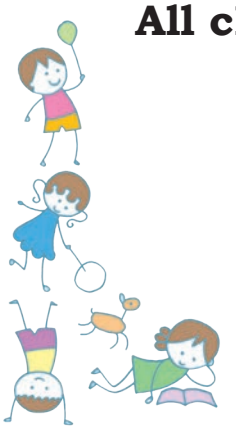
Rohan: What is it used for, ma'am?

Teacher: Mahatma Gandhi used it to spin thread. (The teacher takes out handkerchief and shows it to the children) This is made of the thread that is spun on *charkha.* Mahatma Gandhi wanted to promote local handicrafts and used the *charkha* as a symbol for self-reliance and independence.

Today, a guest will join us.

He will show you how to spin the *charkha.*

All children clap with joy.



© NCERT not to be republished

Match the fruits to the tree they grow on.

banana

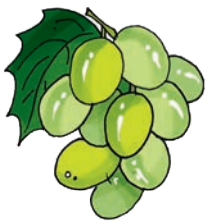
coconut tree

coconut

apple tree

apple

banana tree

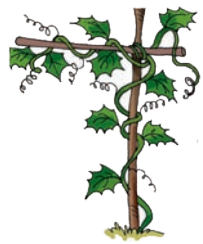


grapes

mango tree

mango

grapevine



© NCERT not to be republished

Note to the teacher

- Talk about *Vanmahotsav* and any local festival that focuses on conservation of trees.

Reprint 2026-27

Phool Dei Festival

This is a festival of flowers.

This festival marks the beginning of Spring.

Children collect different kinds of flowers. They go to the houses near their home.

They offer flowers to the elders.

Sometimes they keep the flowers on the doorstep.

The elders give them rice and jaggery.

Sharad Poornima

Sharad Poornima is celebrated on a full moon night.

It is celebrated in the month of Ashvin (September-October).

The weather is generally pleasant.

Sharad Poornima marks the ending of the monsoon season.

© NCERT not to be republished

Reprint 2026-27

Aadi Perukku

Aadi Perukku is a Tamil monsoon festival.
It is celebrated in the *Aadi* month (July-August)
People worship the river Cauvery.
Farmers pray for a good harvest.

Pang Lhabsol

Pang Lhabsol is a festival of Sikkim.
This festival is celebrated in the month of August or September.
Mt Kanchenjunga is worshipped on this day.
Mt Kanchenjunga is considered as a protector by the worshippers.
People dance and celebrate.

The sun is the source of energy on the earth. Do you know any festival that respects the sun?

Note to the teacher

- Let children know of any festival that shows respect to the sun.
- At the eve of any local festival, explain to children the significance of the festival.

© NCERT not to be republished

Reprint 2026-27

Project work

A. Ask your parents or grandparents or your relatives about a folk song or local song that they used to sing in their village. Ask them when they used to sing it. Also learn the song in your mother tongue and then sing it in the class. Present it in the following format.

Format for presentation

1. My name is _____
2. My parents or grandparents belong to _____(name of the village or state)
3. My mother tongue is _____
4. The main idea of my song is _____

Then sing the song.

© NCERT not to be republished

Note to the teacher

- Help children with the presentation.
- Help children notice the diversity of languages in the classroom.

Reprint 2026-27

Notes

© NCERT not to be republished

Notes

© NCERT not to be republished